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ABSTRACT

This document consists of the 11 issues of a newsletter on women students, teachers, and administrators in higher education. Each issue includes features articles, news on higher education, profiles of significant people in the field, and job announcements. The issues' main article topics are: (1) pay equity for coaches, particularly a case at the University of Minnesota; (2) the importance of the process within which a campus climate study is conducted; (3) campuses where women from faculty and administration unite for equity; (4) continued support for affirmative action among education leaders; (5) bias in women's athletic programs following a recent court ruling against Brown University (Rhode Island); (6) campus leaders explain why colleges and universities must take risks and adapt in today's competitive higher education; (7) the personal impact of organizational restructuring and institutional change; (8) issues in the aftermath of Shannon Faulkner's withdrawal from the Citadel (South Carolina); (9) how using negotiation, rather than court battles, can successfully settle athletic program sex bias disputes; (10) new styles of leadership among women executives and managers; and (11) how colleges can recruit and support dual career couples. (JB)

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WOMEN

IN HIGHER EDUCATION



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WOMEN

IN HIGHER EDUCATION

JANUARY 1995

Volume 4, No.1

Pay Equity for Minnesota Coaches: You Know It Won't Come Easy

Athletics, a fishbowl for gender equity, is a public arena where the line gets drawn in the dirt: between the men and women, the revenue and non-revenue sports, the highly paid and less highly paid coaching positions.

At the University of Minnesota, the melodrama is unfolding day by day. In this case, Snidely Whiplash is played by a woman, athletic director for women Chris Voelz, and the Damsels in Distress are women's basketball coach Linda Hill-MacDonald and recently fired women's volleyball coach Stephanie Schleuder. Dudley Do-right is their Philadelphia attorney, Tim Stoner.

The issue is salary equity between coaches of Minnesota's women's and men's varsity teams, an issue that coaches Hill-MacDonald and Schleuder raised over a year ago.

With a 273-163 win-loss record over 13 years as head volleyball coach at Minnesota, Schleuder says, "I made a decision a couple of years ago to challenge the status quo and knew there were risks."

Women's athletic director Chris Voelz, long known for advocating pay equity for women in athletics, responded by breaking off negotiations with the two women coaches. She raised their salaries significantly, although they remained far below those for coaches of male teams.

Divide and Conquer

Last month, at the conclusion of the volleyball season, Voelz announced that volleyball coach Schleuder's contract would not be renewed. She began negotiating a contract for coach Hill-MacDonald, whose basketball season was just starting. At presstime their attorney had rejected the last offer of \$80,000 and a three-year contract.

Women Coaches Earn Less

Hill-MacDonald makes \$65,000, while her counterpart for the men's basketball team, Clem Haskins, makes \$115,000 plus media contracts and endorsement fees. At \$80,000, Hill-MacDonald would earn 65.3% of Haskins' base salary.

Schleuder made \$50,000 in 1994, less than most of the men's assistant football coaches. There is no men's varsity volleyball team.

Virtually all coaches of Minnesota's women's teams earn significantly less than their male counterparts. Excluding the football coach's base salary of \$125,000, in 1993-1994 head coaches of nine male teams earned \$487,081 for an average of \$54,120. Head coaches of nine

Salary Equity for Coaches

The Minnesota controversy reflects a national trend in re-evaluating coaches salaries in light of recent gender equity court cases.

Georgia State University recently had openings for coaches of both the women's and men's basketball teams. In response to a lawsuit, the University raised the salary for the women's coach by \$20,000 and lowered that for the men's team by about the same amount, offering each \$65,000.

In California, USC women's basketball coach Marianne Stanley was replaced as coach last fall, after suing the university for \$8 million for sex bias. A federal appellate court ruled that the men's coach had a more demanding job and could be paid more. Her case is scheduled for trial in January.

At Howard University DC, women's basketball coach Sanya Tyler was awarded \$1.1 million for gender bias in salary and retaliation.

Attorney Tim Stoner, who represents both coaches Schleuder and Hill-MacDonald and was involved in the Howard University and the USC case, is the brother of Vivian Stringer, University of Iowa women's basketball coach.

women's teams earned \$332,361, for an average of \$36,929.

In track, gymnastics, golf and tennis, women's coaches earn 71 to 89% of their male counterparts' salaries. Only the women's swimming team coach earns more than the male team coach, by 4%.

Legal Issues

At issue is the concept of equal pay for equal work, guaranteed under the Equal Pay Act of 1963, plus the federal mandates for gender equity under Title IX of the Education Amendments of 1972.

But, are the coaches' jobs really equal?

Yes, says the Women's Basketball Coaches Association; men's and women's basketball coaches perform substantially the same job requiring comparable skill, effort and responsibility.

The association believes coaches should be paid based on their win-loss records, conference championships, NCAA tourney appearances, experience as coach, PR activities, recruiting and academic success of student-athletes.

It cautions that the federal Office of Civil Rights "has specified that the revenue factor cannot be considered in determining salaries."

In agreement is Sandy Vivas, executive director

of the American Volleyball Association. "We're disappointed with what's happening in Minnesota," she said. "It shows that when coaches speak out, they get retaliated against," calling the university's tactics of divide-and-conquer "classic and not unpredictable."

Vivas mentioned the recent court case in which Cal State-Fullerton agreed to pay its ex-volleyball coach Jim Hoffman \$1.65 million after he blew the whistle on gender bias in cutting his women's volleyball team and treatment of women athletes.

"You'd think they'd get the message," she said, referring to colleges and universities. Vivas expects Schleuder to sue the university for gender bias.

A Market Value Plan

No, they're not the same, says Minnesota Women's Athletic Director Chris Voelz, who has long been critical of the male economic sports model that considers generating revenue a key part of evaluating a coach.

But when push came to shove, the university forced Voelz to choose between gender equity for coaches or for student athletes. She chose the students: "I have a finite amount of money in my budget... I don't want to intentionally dismantle my other sports. We have a broad-based program here, 10 teams with many services. Our responsibility is to the student-athletes first," she said.

"When the day comes that I am told to give the same job description to the woman - fill the seats and bring in X amount of revenue - then pay may change as well," she says. "But right now, I'd like to make certain that we have our own voice. It's about differentiation, not just discrimination."

Although Voelz is one of many athletic leaders seeking to restructure salaries for all men's and women's coaches, she controls only those for the women's teams, so her direct influence is limited to those decisions affecting only women. (See "Value Differences..." page 1, *WIHE* December 1994.)

In comparison to her counterpart, men's athletic director McKinley Boston, Voelz does better than the women coaches. She has 10 sports, a budget of \$4.4 million and salary of \$89,600. Boston has 10 sports, a budget of nearly \$13 million and salary of \$103,000.

It's The Law

Both Schleuder and Hill-MacDonald testified earlier this year in favor of a bill that resulted in a state law requiring the University of Minnesota to report to the legislature by January 15 on its progress in assuring gender equity and equal pay.

Attorney Stoner believes women coaches are victims of gender bias throughout the department, citing the example of sports camps, in which male head coaches are allowed to be entrepreneurs and run the camps, while women are required to lead the camps and paid only for a week's extra work.

Stoner advised University of Minnesota leaders to review the results of lawsuits over gender equity across the country and ask, "Why not put ourselves on the front end of this issue instead of running to the courthouse?"

This article is based on a series of reports in the *Minneapolis Star-Tribune* (April 16, September 25, October 21, December 10 and 13, 1994) provided by sportswriter Jay Weiner, *The NCAA News* of October 31, 1994, and statements by the Women's Basketball Coaches Association and the American Volleyball Association.

Dept by Dept, All Woman Profs Keep Jobs Despite Budget Crisis at Catholic School

After the president of St. Bonaventure University NY announced last May that cutting \$6 million from the budget required reducing the faculty by 25%, and all 22 of those laid off would be tenured men, 11 of them eventually filed gender discrimination complaints with the EEOC.

"It's hard to justify retaining untenured women and letting tenured men go, but we felt we had no choice," explained President Robert J. Wickenheiser.

Since women comprised only 17% of the 120 faculty members, he said, cutting untenured jobs would further reduce the percentage of women faculty. "It's a Catch-22 situation." The Board of Trustees is 100% in support of his decision.

Of the 11 men filing complaints, eight of them are in all-male departments, he said.

At the school's request, EEOC investigators came out promptly, Wickenheiser said, because "the more we wait, the more we get hurt."

Although the EEOC has not yet announced its findings, Wickenheiser said he fully expects a ruling in the school's favor. "The EEOC woman was smiling at me more after I explained that we went department-by-department, not across the board, in determining where to make the cuts."

Noting a "wonderful" number of women in administration at the school, he said, "Getting equity in faculty is more difficult, when we are so heavily tenured. I was shocked that we were that far behind in women faculty."

After news of the school's budget crisis, two young tenured women faculty reluctantly accepted job offers elsewhere. Both said they wished they could believe their jobs at St. Bonaventure were safe, but felt they couldn't jeopardize their careers by taking the risk of staying.

WOMEN IN HIGHER EDUCATION

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NEWSWATCH

Smith Taps African-American as President

The first African-American to lead either an Ivy League or Seven Sisters school is Ruth Simmons, who will become Smith College's ninth president on July 1.

Simmons, 49, is now vice provost at Princeton University and a leading black studies scholar.

The youngest of 12 children, she grew up in Texas and attended New Orleans's Dillard University, Wellesley College, George Washington University and Harvard University.

"I've seen what women's colleges can do for women - especially in developing self-esteem and in preparing them for careers in non-traditional fields - and I'm eager to direct Smith's vital efforts in this area," Simmons said.

She has served in administrative posts at Spelman, Princeton, Radcliffe, Cal State-Northridge, the University of New Orleans and USC.

U of British Columbia Puts 15 Women In Pipeline to Top Leadership Posts

Fifteen women gained administrative positions at the University of British Columbia recently, but "We're not leading the pack" when it comes to women administrators, says Libby Nason, assistant to the president.

"We need more women in executive, decision-making positions, not just as directors," she said. Of the 15, nine are directors, three are associate deans, two are associate VPs and one is department chair.

Noting that UBC has men as president, five VPs and nine deans, Nason said the movement is in the right direction, but the university is not doing enough in appointing women to top positions.

Ivies Lag in Tenuring Women Faculty

Smug in their prestigious reputations and heavy endowments, some Ivy League colleges have been conspicuously slow to add women to their roster of tenured faculty, according to the fall 1994 issue of Radcliffe's *Commencement/Reunion '94* magazine.

While the average nationwide is 30.7% of tenured faculty being women, in the Ivies it's much lower.

School/Dept	% of tenured faculty who are women
Dartmouth	15.0%
Princeton	12.0
Harvard A&S	10.8

The Radcliffe College Alumnae Association has urged Harvard to "move swiftly to increase the number of tenured women faculty in its facilities, particularly the Faculty of Arts and Sciences, as an urgent priority..." Radcliffe and Harvard are companion schools, sharing facilities and faculty.

The Radcliffe group recently raised more than \$60,000 to fund a one-year Bunting Institute fellow-

ship to allow a woman junior faculty member at Harvard to pursue research exclusively in the 1995-1996 academic year.

Update: Brown U Vs Women Athletes

Getting out its big, expensive guns, lawyers defending Brown University sought to prove that women students are inherently less interested in participating in varsity athletics than men.

"It was ridiculous," according to Lynette Labinger, lead attorney for the nine women athletes seeking sports opportunities equal to those for men under Title IX of the 1972 Education Amendments.

Citing a 115-page report and testimony from a Texas economist supporting the myth that women just don't like to do sports that "must have cost them \$100,000," Labinger expects Brown's tactics to backfire. "If they spent all this money and still can't prove their case, that says something too."

Final testimony and oral arguments in the case were held in December, but it will be another couple of months before it's over, Labinger predicts.

"They don't know what to do, so they're keeping all their options open, trying to draw it out and make it as hard for us as possible," she said.

Due Process Violations Reinstate Prof

The professor accused of describing a belly dancer as jiggling like jello on a plate with a vibrator underneath has won a settlement against the University of New Hampshire.

J. Donald Silva got to return to his teaching post, \$170,000 in legal fees and \$60,000 in back pay, plus removal of references to the case on his record.

New Hampshire dropped its appeal, while the AAUP found the school had violated Silva's rights to academic due process, according to *The Chronicle of Higher Education* on December 14, 1994.

NILD Names Masterson as New Director

As program director at the Johnson County Community College career center, Mary Ellen Masterson learned firsthand the value of National Institute for Leadership Development programs.

Beginning this month, she'll join NILD Executive Director Carolyn Desjardins, who continues to preside at the leadership development workshops for women in community colleges.

Masterson starts the job with "equal parts of excitement and abject terror," she says, noting that she'll be doing what she likes to do best: help people uncover their own abilities and believe in themselves, connect people to others and to ideas, and give them information to improve their lives.

Fifty women will meet her at the January 14-20 workshop in Phoenix. A few spots remain in the programs in San Jose April 29-May 5, and Chicago June 3-9. Call (602) 285-7494 for details. (WIHE editor MDW will participate at Chicago, so she and Carolyn can celebrate a mutual June 6 birthday.)

Matchmaking Firms Search For a Good Fit

When it comes to filling key leadership positions, schools often turn to search firms for help. At a cost of one-third of the position's annual salary, search firms match institutional needs and the people willing to fill them.

These days, not all search firms are biased in favor of male candidates. In fact, some of the smaller ones may even specialize in placing women.

"I make a strong effort to find women who are qualified," says Maria Perez, founder and president of New York-based Perez & Associates, Inc. "I usually think of people in terms of thinking that there are women who can do the job."

At her firm, she will not reject male candidates for women or vice versa and many men or women and children of the academic support staff.

The Search

The most important goal of a good search firm, according to Perez, is getting the institution and position to people who don't necessarily read the want ads or respond to impersonal letters sent to hundreds of people.

Frequently this means women. In fact, Perez says that search firms should be held accountable for "helping to ensure that administrative positions are filled."

In addition to advertising the position both formally and informally, checking resumes and references, her search firm visits the campus to do a "mini sociological study," learning the school's culture, experiences and expectations.

The Candidates

Her firm also closely studies candidates on the short list, looking for a good fit. Intangibles that influence the decision will never appear on a resume or application, but they can make all the difference between a good and a bad pairing of school and candidate, Perez says.

She lists these examples: style of operating, sense of humor, basis of decision-making, reactions to stress, handling anger, how they look, sound and feel. And environmental matching is important: A big-city person may not feel at ease in a small town, and vice-versa.

But this doesn't mean candidates should be helpless bystanders in the hiring process.

Set Your Goals

Women looking to climb the ladder to administrative posts should make themselves visible on campus by serving on committees and joining or leading professional organizations. And it helps to draw attention to one's self by publishing or serving as a speaker or panelist at conferences.

But according to Perez, first a woman must decide if administrative work is really suited for her. "It's not all that glamorous or easy," she warns.

And she should know. Ten years ago, she was an administrator in the City University of New York (CUNY) system, being groomed for a presidential

spot. But the first time she got an offer, she realized that administration wasn't her thing. Instead, she decided to start her own search firm.

The Short List

So you decide you want the job, you're well qualified, and you find your name on the short list. Now what?

Assume you will be offered the job. Perez has heard many women say, "Oh, I'd never assume I'll get the job." Her male counterpart is more likely to make that assumption, and so he may be more prepared to respond to what he needs.

"A female candidate is much less likely to think through enough," she says. "That is, she's in terms of salary, but not on the full dimension of what that does. There is nothing more to thinking than asking what it will take to get someone to Prank University, and getting no concrete answer."

Do your homework. Perez advises learning about the institution, the position, the expectations, the people you'll report to and the people who'll report

to you. It is also important to find out about the community, and make sure you'll feel comfortable there.

For example, one female made several trips to the community, spending time there in person. She talked to people on campus, and contacted people who were in the same position on similar campuses.

"She was able to very skillfully negotiate some things that never existed at that institution previously," Perez recalls. "She got full-time household help, the right to change her staff, and a severance package in case things didn't work out."

This woman avoided what Perez says is a common mistake for presidential candidates: accepting the job without considering all the responsibilities that go along with the presidential house. Even if the house is in good shape (which you should check out), Perez warns that upkeep is especially difficult for single women or those who don't have help.

"Are you expected to work all day and then come home and make cookies and tea, serve a reception, mow the lawn and shovel the snow?"

Perform a balancing act in the interview. This is where the biases against women may be strongest and most difficult to overcome. Women need to listen carefully and respond thoughtfully, without appearing wishy-washy. If that's not hard enough, women may have to contend with what Perez dubs the Hillary Clinton syndrome—a bias against intelligent, strong-willed women.

Perez advises a woman navigating this minefield to be ready to give concrete examples of decisions she's made, but to emphasize that this is how she dealt with situation A, and that she knows the same solution may not fit in situations B or C.

Recognize their biases. It's a fact that more

attention is paid to how a woman looks, dresses and sounds when she enters a room, says Perez. "And it is important to recognize that there's much less willingness to gamble on the potential of a woman than a man."

But she says to keep in mind that the most unlikely people may be your advocates, and that women will not always side with other women. Again Perez notes one of the best ways to evaluate these kinds of "fit" is to ask, "If I hire this person, will I be able to tell the difference between a talented person and a mediocre person?"

Communicate with the search firm. The search firm is an adult. Please be precise in the questions you ask about the job. And it is also important to let the search firm know what you need and what you are thinking.

"When you are a candidate, a search firm is working with you, not against you," says Perez. "You also have a responsibility to let the search firm know what is happening on your end."

Fluke of the Trade

It's hard to guess whether or not you'll be offered the job, and sometimes perceptions can be skewed, says Perez. But there are some positive signs a candidate can look for.

"We ask candidates what they would need to accept the position, if offered. We ask if there are any impediments to accepting it," she reveals. "Another good sign is if we ask when she would be available to start, if hired." Yet another clue is when a search firm asks permission to check references that aren't on your reference list.

But what Perez doesn't recommend is excessive worrying. She advises keeping in mind that while the search process can be stressful, it's also a game that can be fun: "It's educational and entertaining, and it can reveal a whole lot about yourself."

"And in the end if they do not select you, they may not have been prepared for you," adds Perez. "And in that case, they don't deserve you."

MC

Contact Maria Perez at Perez-Arton Consultants, 350 Lexington Ave., New York NY 10016; (212) 986-1630.

Humor Can Help Crack the Glass Ceiling

Ed. note: Often women in professional situations are accused of not having a sense of humor. (Recall the story of a customer at a feminist bookstore asking for the humor section, and being told there isn't one.)

Rather, the problem is that women on campus are striving to be taken seriously in a man's world, and only those with strong self-confidence dare to acknowledge what they wish could be. Their humor is not the vulgar, raucous, and often misogynistic humor of the male world. Their humor is subtle, intelligent, and often self-deprecating.

From an article by Susan Fox, *Women's Journal*, University of Illinois at Chicago, Fall 1996.

Professors relate that humor can be a difficult tool to use well. It can build good will, yet it can degenerate the user.

It's difficult to expect others to laugh at your own mistake, so you laugh at yourself, and then in the end to take seriously your position to deconstruct a major division.

Using humor in a meeting can have positive effects. As a social lubricant, it can build the cohesiveness of the group. As a stimulant, it can shake up the participants and get their minds working. As an influencer, it can convince or persuade by example.

Women on campus tend to use its social effects, but are far less likely to use it as a stimulant or to convince others.

While humor can be a negative factor to belittle or make power plays, as it is frequently used by male leaders on campus, it can also be an effective communication tool that can:

- Make meetings more productive, by relaxing and refreshing participants.
- Bring others to your way of thinking.
- Console and bolster others when things look grim.
- Entertain others at the meeting.
- Deflate the egos and sacred cows of pompous antagonists.

Consider humor as a communication tool, to be used when relevant and appropriate. In order

to be able to decide IF, WHEN and HOW to use it at the proper time, we must first develop the skill.

Here are some tips to start using humor in your campus job:

Start modestly. Get into it slowly, doing only those things you feel comfortable with, e.g., on a bulletin board or attached at the bottom of a memo. Funny cards or gifts. Positive feedback with your colleagues to continue.

Enter gently in a line. Always look at the other side of the aisle. Don't make jokes about others that you can relate to. Remember, you can relate to depression. Use it to make a point. Even if that's behind a lecture, perhaps. Make sure it's not too obvious, your new boss to make it in the situation.

Build on your experience. Remember what worked, and repeat it for a new audience. Stories that are true and personal are much more successful than those that are canned or distant. Details are important, as they relate to your own situation.

Use props. Visuals can help people read the situation and get a chuckle. Props, funny phrases and other props give a focus to the fun.

Plan for recurring events. If situations are likely to recur, be prepared with appropriate tactics. For example, professors who always have trouble getting students to sit in the front of the room have used candies on the front row of chairs, folded up those in the back rows and lowered their voices to a whisper to encourage coming forward.

(In a workshop on advertising, the speaker taped \$2 bills under the front row of chairs, noting "It pays to be up front.")

Bone up on humor. There are dozens of books on using humor in professional situations. Favorites are *Using Humor for Effective Business Speaking* (Perret, 1989) and *The Light Touch: How to Use Humor for Business Success* (Kushner, 1990).

It also helps to have at hand a collection of quotations, available at various bookstores and libraries.

Humor can be an effective way to make a point, with subtlety and grace, a tool women can use to progress in leadership on campus.

FOR INFORMATION, INFORMATION ON HOW TO REACH THE
WOMEN INTERNATIONAL AND WOMEN'S UNION OF THE
5230 VAN COTT AVENUE, SUITE 251, DUBLIN, OHIO
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Highland
Community College

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توضیح: این جدول بر اساس آخرین آمارهای موجود در سال ۱۳۹۵ تهیه شده است. در صورت بروز تغییرات، این جدول به روز خواهد شد.

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Presidential qualifications will be reviewed according to the following criteria:

- Demonstrated professional advancement and career growth in community college or higher education;
- Proof of positions held requiring fiscal and personnel supervision;
- Proof of ability to identify and secure state and federal grant funding;
- Excellent communication ability in both oral and written forms.
- A commitment to community service and legislative representation,
- A sensitivity to the unique needs and goals of students, faculty, staff and a commitment to representing these diverse groups,
- A commitment to quality instruction, scholarship, and student service;
- Ability to provide leadership in working with the goal attainment of the College's Foundation,
- Demonstrated experience in delivery of instruction to non-traditional part-time students in business and industry and off campus settings;
- Ability to provide leadership in working with the elected Board of Trustees, the appointed Foundation Board of Directors, and various appointed program advisory boards to maintain positive community, program, and legislative relations.

Application Process: Applicants are requested to submit the following information to be considered: 1)letter of application 2)current professional resume 3)copy of unofficial transcripts (official transcripts required on employment) 4)three written letters of reference 5)five names, addresses, and phone numbers of professional references who can relate to the applicant's qualifications. Final applicants will be provided a presidential application form to complete and return.

Address all applications, nomination, and inquiries to: Dr. Craig Mosher, Chairman, Presidential Search Committee, Highland Community College, P.O. Box 68, Highland, KS 66635. Closing Date: January 16, 1995. Salary and Benefits: The presidential position offers a salary of \$40,000 with an excellent benefits package including presidential residence.

PROVOST/
ACADEMIC VICE PRESIDENT[illegible]

Deborah A. L. and David M. L.

- 2. A demonstrated ability to develop a university's academic reputation and ensure that the quality of the education provided is of an exceptional standard.
- 3. An ability to lead strategic change in the university. A candidate should display:
- 2.1 administrative and leadership experience with increasing academic responsibility in higher education and commitment to the mission of a contemporary land-grant university
- 2.2 an ability to lead strategic institutional planning and implementation to achieve these plans
- 2.3 a commitment to shared university governance
- 2.4 an ability to develop and promote positive public relations with appropriate groups and organizations and to articulate the role of a contemporary comprehensive land-grant university to a diverse public.

Colorado State University is the state's land-grant institution, and a Carnegie I research university. The total university budget in 1994-95 is \$390 million. Research funding is at an annual level of approximately \$130 million, about 70% of which is from contracts and grants. Enrollment is approximately 21,500 students, with graduate and professional students comprising about 18% of the total. The university employs about 1,500 academic faculty of whom 1,000 are on tenure-track appointments, 1,000 administrative-professionals, and 2,100 classified staff. Colorado State University is located in Fort Collins, situated 65 miles north of Denver near the Foothills of the Rockies.

Nominations/applications to: Dr. Judson M. Harper, Chair, Search Committee for Provost/AVP, Office of Vice President for Research, Colorado State University, Fort Collins, CO 80523; FAX: 303/491-5541; E-mail: jharper@vines.colostate.edu. More complete position description available by calling 303/491-7194.

Letters of nomination must be on file on 5:00 p.m. MST, January 30, 1995 and include full contact information for nominee(s).

Completed applications must be received by 5:00 p.m. MST, February 10, 1995 and include: brief statement (2 pages) expressing philosophy and approach to the administration of a modern land-grant university; current resume; and names, addresses and telephone numbers of five references (who will not be contacted without the approval of the candidate). If so desired, please include a written request that your application remain confidential until such time as finalists are identified.

Colorado State University is an AA/EEO Employer



is and applications for the position of Executive Vice President and Provost. Working administrative officer and chief academic officer of this comprehensive university with over 40,000 students, of whom more than 600 are National Merit Scholarship recipients and over 40,000 students, of whom more than 600 are National Merit Scholarship recipients.

THE NEW POSITION ARE

- THE MAJOR QUALIFICATIONS FOR THE POSITION ARE:

- Texas A&M University affirms diversity is essential to its missions, is an equal opportunity, affirmative action employer/educator, and encourages applications and nominations of women and minorities. The Search Committee will begin the screening of candidates for Executive Vice President and Provost on February 1, 1995. Applications, nominations and names of references are encouraged prior to that date. Further information is available upon request. Nominations and applications should be sent to:

Please be advised that under Texas law, names and other information concerning applicants or nominees may be subject to disclosure upon request.

Central Washington University

Vice President for Student Affairs

The Vice President is responsible for providing leadership and administrative direction to a comprehensive student affairs program which complements and supports the academic mission of the University and enriches the quality of student life.

Minimum Qualifications: • Doctoral Degree from an accredited institution • Six years of administrative experience in higher education • Six years of successful leadership in the delivery of student related services • A well articulated vision for student services based on student learning, personal, social, and cultural development • Demonstrated commitment and leadership in diversity and gender issues • Successful management of a large budget • Outstanding professional contributions, such as, but not limited to: publications, teaching, presentations, community and public service, staff development.

Preferred Qualifications Sustained record of: • Demonstrated achievement in fostering collaboration between academic affairs and student services • Successful leadership which shows a commitment to maintaining open and effective working relationships with students, staff, faculty, administrators, trustees, community and civic leaders • Strong skills in communication, mediation, conflict resolution and crisis management • Experience in delivering services to both residential and commuter students • Experience in meeting the needs of non-traditional students and students in programs offered at multiple sites • Successful management of fiscal affairs for both state and auxiliary budgets • Ability to advocate effectively for the university with public and private constituencies • Administrative experience in university athletics • Demonstrated achievement in program and staff development assessment, and evaluation.

Salary and Benefits are competitive and commensurate with experience and credentials. Benefits include TIAA-CREF retirement plan. This twelve-month position is available July 1, 1995.

Application/Nomination Process: Nominations must be received by January 6, 1995. Screening will begin on February 1, 1995 and continue until a suitable candidate is found. Complete application consisting of a letter of interest and resume showing evidence of the qualifications described above, a one-page vision statement, and the names, addresses, and telephone numbers of five references. Persons of disability requiring accommodation during the application and/or interview process should contact the Affirmative Action Office. Voice (509) 963-2205 TDD (509) 963-2207.

Direct inquiries, nominations, and requests for application materials to:

Agnes Canedo, chair
Search Committee for Vice President for Student Affairs
Central Washington University
400 E. 8th Avenue
Ellensburg, WA 98926-7501
(509)963-1600 or (509)963-2111 • FAX (509)963-3206
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University of Wisconsin-Eau Claire

Executive Director For University Advancement

The University of Wisconsin-Eau Claire invites nominations and applications for the position of Executive Director for University Advancement. Reporting directly to the Chancellor and serving as a member of the Chancellor's executive staff, the Executive Director supervises the functions of fund raising, alumni relations, news and information, publications and public relations. As the chief advancement officer of the institution, this individual is responsible for the creation, execution and coordination of all aspects of fund raising and university advancement.

Founded in 1916, UW-Eau Claire today is building a national reputation. Its quality undergraduate programs are cited by Martin Nemko in "How to Get an Ivy League Education at a State University," by Sheila Tobias in "Revitalizing Undergraduate Science" and in Money Magazine's 1993 College Guide, which notes that UW-Eau Claire is "worth a special look" among UW System institutions. With a current enrollment of 10,300 and more than 43,000 alumni, UW-Eau Claire's incoming undergraduates rank first in academic quality among the UW System's 11 comprehensive universities. Known as Wisconsin's most beautiful campus, UW-Eau Claire is located 85 miles east of Minneapolis-St. Paul in the heart of the Chippewa Valley, population 175,000 and the economic center of western Wisconsin.

Candidates will have a minimum of five years of significant prior experience in advancement activities and demonstrated accomplishments in many, if not all, of the areas of fund raising, alumni relations, news and information, publications and public relations with an institution of higher education or other large organization; excellent communication skills and organization; and a minimum of a bachelor's degree with an advanced degree preferred.

Position available July 1, 1995; compensation package based upon the candidate's qualifications and experience. Applicants should send a letter of interest, a resume and the names and telephone numbers of three professional references to:

Carole Halberg, Chair of the Search Committee
Executive Director for University Advancement
Office of the Chancellor
University of Wisconsin-Eau Claire
Eau Claire, WI 54702-4004
(715) 836-3266

Nominations and applications must be received by January 31.
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WOMEN

IN HIGHER EDUCATION

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Minnesota State Colleges and Universities

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Executive Director Minnesota State Colleges and Universities Project for Automated Library Systems (MnSCU/PALS)

MnSCU/PALS, a provider of automated library systems and electronic databases to 75-80 subscribing member libraries, seeks an Executive Director, appointment date July 3, 1995. MnSCU/PALS designs, plans, develops, applies, and integrates technologies within the library and information environment to support member libraries and provides a base for the information access infrastructure in Minnesota. Member libraries include state university, community college, technical college, private college, and state agency libraries. MnSCU/PALS is supported by funds generated through a charging algorithm agreed upon in consultation with member libraries.

The Executive Director serves as the chief operating officer of MnSCU/PALS and is responsible for supervising 17 staff; managing a \$2 million budget; providing leadership and proposing future directions; maintaining communications with member libraries and users; serving as contact person with both internal and external publics and organizations; convening and working with member libraries through a Deans, Directors, and Coordinators Council and an Executive Committee; and working with the MnSCU offices of Academic Affairs and Finance. Offices are located on the campus of Mankato State University, Mankato, MN.

Minimum qualifications include the following:

- Master's degree required.
- Education in library services and computer information services.
- Experience with library networks, computer networks, and/or multi-site information systems.
- Minimum of five years' management experience in library services and/or computer information systems.
- Experience in management of both budgets and personnel (hiring, supervision, and evaluation).
- Ability to lead and work effectively with large groups to develop recommendations and future directions.

Salary range is \$54,858-\$90,737, depending upon qualifications and experience.

Letters of application, a complete resume, and names, addresses, and phone numbers of five references should be sent to the following address:

MnSCU/PALS Executive Director Search
Office of Academic Affairs
Minnesota State Universities
555 Park Street, Suite 230
St. Paul, MN 55103

Application deadline:

Applications must be postmarked no later than February 3, 1995.

*MnSCU/PALS is an equal opportunity/
affirmative action organization.*



West Virginia University

West Virginia University Extension Service seeks qualified applicants for Director, Institute for Labor Studies, based in Morgantown, WV. Directs Institute's statewide non-credit instructional, applied research and public service programs. Teaches non-credit short courses, coordinates conferences, evening courses and resident summer schools. Maintains liaison with federated labor movement and other union officials. Conducts research. Member Institute of Industrial and Labor Relations Executive Board and WVU Extension Administrative Leadership Group. May teach one graduate industrial/labor relations credit course in WVU College of Business and Economics. Doctorate preferred. Requires successful academic accomplishments and evidence of successful labor education and/or union experience, and commitment to social justice. Salary commensurate with professional qualifications. Tenure track position. Benefits.

To apply, send letter of application, vita, and names, addresses and phone numbers of three references by February 1 to: Diana McAfee, Senior Program Coordinator, WVU Extension Service, P. O. Box 6031, Morgantown, WV 26506-6031, telephone (304) 293-5691, fax (304) 293-7163. Advise if ADA accommodation necessary. WVU is an Equal Opportunity, Affirmative Action Employer.

UNIVERSITY OF ARKANSAS DEAN OF THE COLLEGE OF EDUCATION

The University of Arkansas, Fayetteville, is seeking a Dean for the College of Education. The Dean is responsible for the operations of a comprehensive college with approximately 140 faculty, 80 staff, and 2,200 students in its six departments: Curriculum and Instruction; Educational Leadership, Counseling, and Foundations; Health Science, Kinesiology, Recreation, and Dance; Nursing; Rehabilitation Education and Research; and Vocational and Adult Education. The Dean reports to the Vice Chancellor for Academic Affairs.

The position offers an excellent opportunity to join us as we implement new and innovative professional preparation programs in the College of Education and identify ways of better serving students and other constituencies. We solicit the applications of individuals with vision, a high energy level, and a commitment to continued development of collaborative relations with area K-12 schools and agencies and other state and national organizations. The position comes with a competitive salary and a starting date of July 1, 1995, or a negotiated later date.

Required qualifications include successful administrative experience in a College of Education or a comparable academic unit; administrative and interpersonal skills to lead the college's faculty in continued achievement in research, teaching, and service; the ability to promote productive relationships with outside constituencies; and effective communication skills. Candidates for the position must also meet the requirements for tenured appointment at the rank of professor in one of the departments within the college, including an earned doctorate and a record of significant scholarly and teaching accomplishments.

The University of Arkansas, a land-grant institution, is the major research and doctoral degree granting institution in the state. The campus is located in Fayetteville, a community which enjoys clean air and pure water and provides a high quality of life to 45,000. Located in rolling, wooded country in Northwest Arkansas at the edge of the Ozark Mountains and Beaver Lake, Fayetteville enjoys some of the best scenery in the country and a dynamic and thriving economy.

A letter of application, a curriculum vita, and the names, addresses, and telephone numbers of five references should be sent to Dr. Donnie Dutton, Chair of Search Committee, University of Arkansas, Division of Continuing Education, #2 University Center, Fayetteville, AR 72701. Individuals listed as references will not be contacted until advanced stages of screening. The University of Arkansas is an equal opportunity, affirmative action institution, committed to achieving diversity in its faculty, staff, and student body. Qualified minority and women candidates are especially invited to apply. All applications are subject to public disclosure under the Arkansas Freedom of Information Act, and persons hired must have proof of legal authority to work in the United States. Review of applications will begin February 15, 1995, and continue until the position is filled.



Dean of the College of Education

The University of Kentucky invites nominations or applications for the position of Dean of the College of Education. The Dean reports directly to the Chancellor of the Lexington Campus. The College houses six departments, around 100 faculty members, over 1,400 undergraduates, and 750 graduate students.

Candidates must have a record of distinguished scholarship justifying an appointment as a full professor. Applications from or nominations of minorities or women are particularly encouraged.

The Dean is expected, among other things, to have: 1) proven administrative skills, including developing and implementing strategic plans; 2) leadership skills to guide the College in improving its counsel and service to Kentucky's school systems and the state's educational leaders, including strong support for the implementation of the Kentucky Educational Reform Act; 3) strong support for the innovative preparation of professional educators; 4) strong support for the College's mission of research, including the ongoing pursuit of external funding; and 5) knowledge about the use of educational technology.

The position is available July 1, 1995. The search committee will begin screening candidates' files on January 16, 1995, and will continue to accept applications until the position is filled.

Applicants should submit a full curriculum vitae, a letter of interest, and at least three letters of reference. Nominators should send a candidate's vitae and a letter indicating why the candidate is well suited to the position. Material should be sent to: Dr. Bradley Canon, Chair, Dean of Education Search Committee, c/o Chancellor's Office, 111 Administration Building, University of Kentucky, Lexington, KY 40506-0032.

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PITTSBURG STATE UNIVERSITY DEAN OF CONTINUING STUDIES

Pittsburg State University invites applications and nominations for the position of Dean of Continuing Studies.

The primary responsibility is to provide leadership for Continuing Studies programs. The Dean plans, markets and administers all off campus credit and non-credit programs, works with the faculty, departments and schools to provide services to the various constituents, administers the funds for continuing education, serves on the University Advisory Council for Continuing Studies and the Council of Academic Deans and Directors, represents the University on appropriate regional, state, and national associations, and reports to the Vice President for Academic Affairs.

Applicants are to have a terminal degree in adult education or an area related to University academic programs, commitment and knowledge of continuing education, documented evidence of experience or potential in leadership, administrative and interpersonal skills to work with a diverse community of scholars, documented evidence of experience or potential in the development, coordination and implementation of continuing education programs, and documented evidence of experience or potential in the ability to administer funds resulting from different sources. Preference will be given to those who have experiences in teaching, mediated distance learning and instructional technology.

Appointment will be a twelve month, tenure earning position with appropriate academic rank. Salary is from a base of \$64,000. Appointment date July 1, 1995.

The needs of the non-traditional students are of particular concern for the Division of Continuing Studies. Working with community leaders, school districts, community colleges, businesses, agencies and organizations, the Division of Continuing Studies offered credit and non-credit courses involving more than 3,000 students during Fiscal Year 1994. Pittsburg State maintains academic outreach centers at area community colleges. As a ninety year-old higher education institution, Pittsburg State University has four academic schools: The College of Arts and Sciences, School of Business, School of Education, and the School of Technology and Applied Science, and a Division of Continuing Studies. As part of the Kansas Regents institutions, Pittsburg State University is a comprehensive regional university whose primary objective is to offer quality undergraduate and graduate programs.

Nominations are encouraged and will be accepted until January 27, 1995. Letters of application must be submitted by February 1, 1995, and should contain a brief statement of educational philosophy and management style. Application, vitae and five reference names with addresses and telephone numbers should be sent to:

Dr. Tom W. Bryant, Chairperson
Screening Committee for Dean of Continuing Studies
Pittsburg State University
Pittsburg, KS 66762-2964

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SAINT LOUIS UNIVERSITY

DEAN

SCHOOL OF SOCIAL SERVICE

Saint Louis University invites nominations and applications for the position of Dean of the School of Social Service, available July 1, 1995.

Saint Louis University is a Jesuit, Catholic, and urban institution which offers undergraduate, graduate and professional degrees through the following Schools and Colleges: Arts and Sciences, Philosophy and Letters, Business and Administration, Social Service, Nursing, Public Health, Allied Health Professions, Parks College, the Graduate School, Law and Medicine. Over 1,000 faculty members provide undergraduate, graduate and professional education to more than 12,000 students located on campuses in St. Louis, Missouri; Cahokia, Illinois; and Madrid, Spain.

The School of Social Service, with 18 full-time faculty and a number of part-time faculty from the practice community, offers both BSW and MSW degrees with MSW concentrations in Community, Family and Health. The School's combined enrollment is 325. The School was recently reaccredited until 2002.

The Dean reports to the Academic Vice President. The Dean's primary mission is to provide academic and administrative leadership and to promote an optimal environment for the pursuit of excellence in teaching, research and service.

Applicants for this position must have at least the following qualifications: 1) an earned doctorate and an MSW degree; 2) a strong record of scholarship; 3) familiarity with and support for the philosophy and identity of the University as a Jesuit institution; 4) administrative experience in higher education; and 5) involvement in grantsmanship and fund raising.

Review of applications will begin January 15, 1995. Applications should include a current vita, and names, addresses and telephone numbers of three references. Nominations and applications should be addressed to Professor Peter Salisch, Chair, School of Social Service Dean Search Committee and mailed to:

Linda Mahn
Academic Vice President's Office
Saint Louis University
221 North Grand Blvd.
St. Louis, MO 63103

Saint Louis University is an Equal Opportunity, Affirmative Action Employer.
Applications from women and people of color are strongly encouraged.



DEAN

College of Life Sciences

UNIVERSITY OF MARYLAND AT COLLEGE PARK

The University of Maryland at College Park invites applications and nominations for the position of Dean of the College of Life Sciences. The Dean of the College provides both academic and administrative leadership and reports directly to the Vice President for Academic Affairs/Provost.

The University of Maryland at College Park is the state's land grant and flagship institution of higher education, a comprehensive research-oriented, public university with almost 35,000 students in baccalaureate, master's and doctoral programs. It is located on a 350 acre campus just outside of Washington, D.C. The Life Sciences College has a state budget of over 12 million dollars and attracts over 14 million dollars in contracts and grants. The College has approximately 100 tenured faculty, some of whom have experiment station and extension service appointments. The College has 2300 undergraduate majors and 600 graduate students. These students pursue studies in five departments—Botany, Chemistry and Biochemistry, Entomology, Microbiology, and Zoology. In addition, the College participates in a number of graduate level programs including Marine-Estuarine Environmental Science, Molecular and Cellular Biology, Sustainable Development and Conservation Biology, Neural and Cognitive Science. The College also maintains collaborations with a number of institutions and agencies in the area including the National Institutes of Health, the Smithsonian Institution, and the United States Department of Agriculture.

Candidates should have an earned doctorate, a record of teaching and scholarship commensurate with appointment as a tenured professor in a department of the College, and a demonstrated capacity for educational leadership in the life sciences. The successful candidate must demonstrate a commitment to excellence in teaching, research, service to the community, and a dedication to fostering the goals of diversity and affirmative action. Salary will be competitive and commensurate with experience. The preferred appointment date is July 1, 1995 or as soon thereafter as the position can be filled by an outstanding candidate.

The University of Maryland at College Park takes very seriously its commitment to diversity and affirmative action, and strongly encourages the application and nomination of both female and minority candidates. The University is an Affirmative Action, Equal Opportunity Employer.

For best consideration, applicants should send us: 1) a letter of interest setting forth your ideas concerning leadership in the life sciences in the 21st century; 2) a curriculum vitae; and 3) preferably the names, addresses and telephone numbers of at least four references who can be contacted by the search committee. Nominees will be asked by us to provide the same information. The materials should be sent to: Dean Irwin L. Goldstein, Chair, Life Sciences Dean Search Committee, c/o College of Behavioral and Social Sciences, University of Maryland, College Park, MD 20742-7225. Telephone calls (301-405-1680) or e-mail (IRVING@BSS2.umd.edu) to Professor Goldstein to discuss this position are welcome. For best consideration, application materials should be received by January 23, 1995.

EAST CAROLINA UNIVERSITY

CHAIRPERSON

Dept. of Exercise and Sport Science
School of
Health & Human Performance

QUALIFICATIONS: Dynamic and enthusiastic leaders are invited to apply for the position of Chair of the Exercise and Sport Science Department in the School of Health and Human Performance at East Carolina University. Applicants should meet the following qualifications: Earned Doctorate in Exercise and Sport Science or related field; demonstrated scholarship commensurate with a tenured appointment at the rank of Associate or Full Professor; demonstrated administrative abilities; demonstrated effective interaction with faculty, administrators, and students; commitment to professional development of faculty, staff, and students; commitment to diversity; and ability and vision to lead the Department into the 21st Century.

SALARY: Salary is competitive and commensurate with achievement and experience.

APPLICATIONS: Screening will begin January 16, 1995 and continue until the position is filled. Applicants should provide: a letter of application addressing the position in question; curriculum vitae; names and addresses of professional references; and three letters of reference specific to this opportunity. Applications from women and those representing ethnic minority populations are strongly encouraged. Applications and letters of reference should be sent to: Dr. Ernest Schwarz, Chair, Search Committee, 155 Mingos Coliseum, EAST CAROLINA UNIVERSITY, Greenville, NC 27858-4353; FAX 919-328-4634; E-Mail: HPEESCHW@ECUVM.CIS.ECU.EDU.



East Carolina University is an Equal Opportunity, Affirmative Action Employer. Applicants must comply with the Immigration Reform and Control Act. We Accommodate Individuals with Disabilities.



Kutztown University Anthropology/ Sociology Department

Kutztown University announces a full-time, tenure track position at the Assistant Professor level beginning Fall, 1995. Applicants must be fluent in English. Ph.D. required from an academic department of Sociology in a graduate school of arts and sciences. Applicant must be academically prepared to teach courses in Sociological Theory and Sociological Social Psychology. Minimal academic preparation is defined as at least two graduate courses in each of these two areas. Applicant will also be expected to teach the introductory course each semester, as well as at least one course in one of the following areas: Sociology of Religion, Complex Organizations, Social Stratification, and Gender Roles. Minimum three years teaching experience at the university level. Submit a letter of application, curriculum vitae, three letters of recommendation, and official undergraduate and graduate transcripts from all colleges and universities attended. Deadline for all applications is February 1, 1995. Applications should be sent to Samuel D. Westmoreland, Chair, Search Committee, Department of Anthropology/Sociology, Kutztown University, Kutztown, Pennsylvania 19530. Kutztown University is an Affirmative Action and Equal Opportunity Institution and actively solicits applications from qualified women and minority candidates.



Kutztown University Geography Department

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How Can More Than Half the Population Be Abnormal?

Today's Culture Disparages Women's Differences

From an article by Sandra Lipsitz Bem, professor of psychology at Cornell University, in *The Chronicle of Higher Education*, August 17, 1994

As a feminist psychologist, I am often asked: What differences between men and women really exist? Do these differences contradict demands for gender equality?

For more than 150 years, debates have centered on the idea that biological differences limit women's chances for gender equality. In the 19th century, scientists used unsubstantiated arguments about biological differences between the sexes to oppose demands for both women's suffrage and women's higher education. Even today, sociobiologists tell us that gender inequality is built into our genes.

I wonder, would these studies of male/female differences attract as much media attention if they looked only at the issue of biological differences, not linking them to gender equality?

Debate on Differences

In the last 15 years, a new model of equality has emerged: sensitivity to difference.

According to this model, equality demands should be based not on similarities of marginalized groups to the dominant social groups, but on the basis of how they differ, either biologically or historically.

In other words, it is precisely their *differences* from the dominant groups that require society to include them, by adopting new and different social policies and practices.

For example, non-English speakers demand official government communications be available in their native tongues. Working women demand not just equal pay for equal work, but equal pay for work of comparable value. Lesbians and gays demand benefits for their domestic partners.

The result is that it is now politically correct to be sensitive to issues of diversity, multiculturalism, and the limitations of the "dead white European male" perspective.

This is a positive change. But two critical points relating to difference and inequality have escaped both academic debate and the news media.

First, continuing to search for fundamental biological differences between men and women is misguided. We already know the basic differences, that women can become pregnant and can breast-feed their infants, while the average man is bigger and stronger than the average woman. Eventually, we may even discover biological differences with more power than these to shape our lives or to limit our chances for equality.

- Biology Can Become Destiny

But the point is that biological differences have

taken on real meaning in the ways in which a culture interprets and uses them as standards.

Cultural invention can transform the context in which human beings live their lives, liberating them from what were once considered intrinsic biological limitations. Today human beings can fly, even though they still have no wings.

So the problem for women is not simply that they are different from men, but that society has automatically turned their differences into cultural disadvantages.

Men = Normal

This is because the social world uses male standards or norms as the basis for what are then believed to be gender-neutral principles. In this "androcentric," or male-centered world, almost all policies and practices are so completely organized around male experience that they fit men much better than

they do women. And the idea of questioning the norm is considered heterodoxy.

Often the overvaluing of male experience involves the male body. For example, in the 1970s the U.S. Supreme Court ruled that pregnancy could be excluded from disability insurance, even if the package covered every possible medical condition that could occur in a man, including those unique to men, such as diseases of the prostate.

Why? Because, the Court argued, pregnancy is a disease "unique to women" and thus deviates from what, in an androcentric society, are seen as "normal," thus gender-neutral, medical conditions.

To really understand gender inequality, one must analyze the ways in which the social structure privileges some people's differences at the expense of others'.

Research over the past 150 years has overlooked the social and cultural contexts of gender. The model of analyzing the political aspects of gender has enabled scholars to uncover this fundamental flaw, and to view an analysis of inequality as the hidden, or at least disguised, institutional privileging of the dominant group's perspective and experience.

A Collective Identity

This shift from analyzing differences *per se* to analyzing the context of that difference, has taken place in the world of politics, if not in the world of social science. Many marginalized groups have begun to use their differences as the basis of both collective identity and political resistance.

I support their moves, whether by lesbians and gays for open acceptance in the military or by American Indians for another version of the old Christopher Columbus story. Only by demanding that our social institutions be sensitive to the differences in perspectives and experience of groups other than the domi-

nant group (rich, white, patriarchal, heterosexual) can we stop them from transforming such differences into disadvantages.

But the danger in this political strategy is that we "oversolidify" the very categories of difference to which we are demanding sensitivity. The phenomenon is evident in the promotion by many gay males of the existence of a "gay gene," even though many cultures exist in which sexual attraction and behavior are structured so differently from that of our culture that the distinction between heterosexual and homosexual doesn't even arise.

Is it Sex or Gender?

The danger of this strategy is also evident in the celebration of an alleged female predisposition to be more concerned about human relationships, rather than about the struggles for dominance that allegedly concern males.

We must not overemphasize these categories of difference because they are not eternal or universal or natural categories. Rather, they are categories that historically have been largely shaped by those in power, to serve as both the foundation and the rationale for continuing their undeserved privilege.

I'm referring here to the long-standing cultural belief that men are naturally masculine, women are naturally feminine, and everyone is naturally heterosexual. Dividing people in this way polarizes differences related to sex and race, denying the full spectrum of natural human diversity.

This "gender polarization" not only dictates mutually exclusive scripts for females and males that constrain everything from social roles to ways of expressing emotion, it also defines any person or behavior that deviates from them as bad.

Gender inequality and gender polarization have become what is assumed to be naturally linked between the sex of one's body and the character of one's behavior. Such an illusion motivates both women and men to mirror the different and unequal roles assigned to them in an androcentric and gender-polarized social world.

It makes people unwittingly collaborate to reproduce cultural gender inequality, for example, by women constructing stereotyped identities of deference and men of dominance.

I believe feminism's primary project must be to challenge the marginalization of women by exposing and eradicating androcentrism. And the second major project should be to challenge the so-called "natural" links long assumed to exist among sex, psyche and sexuality.

Because they are the foundation for gender inequality, these assumptions must be challenged. Unless we do so, we break faith with our foremothers in the women's suffrage movement, who challenged conventional definitions of real women and men by daring even to speak aloud in public. ■

DJ

Bem is creator of the Bem Sex Role Inventory, a widely used measurement tool, and the author of *The Lenses of Gender: Transforming the Debate on Sexual Inequality* (Yale University Press, 1993).

Top Ten Reasons Why God Never Received Tenure at a University

Revised from the Internet, original source unknown, sent to WIHE by a woman in science.

1. He had only one major publication, which was written in Hebrew, had no references, was not published in a refereed journal ... and there is some doubt that he wrote it himself.
2. His cooperative efforts have been quite limited.
3. The scientific community has had a hard time replicating his results.
4. His scientific techniques are questionable: He failed to apply to the Ethics Board for permission to use human subjects; when one experiment went awry, he tried to cover it up by drowning subjects; and when the subjects did not behave as predicted, he deleted them from the sample.
5. He rarely came to class, instead telling students just to "read the book."
6. Some say he even had his son teach class.
7. He expelled his first two students for their independent research and learning.
8. His office hours were infrequent, and usually held on an ill-equipped mountain top.
9. Although he listed only ten course requirements, most students failed his tests.
10. It may be true that he created the world, but what has he done lately?

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Why do this? For one thing, assuring that more women on campus have a shared information base and perspective helps them to work together to share goals and find positive solutions to problems.

For another, it helps potential new subscribers to see exactly what the publication is like. Although our rates of \$66 prepayment and \$73 invoiced for new subscribers have remained unchanged since the start of *WIHE* three years ago, this month's third class postal increase of 14% makes it even more expensive to reach potential new subscribers.

We think supplying free issues is a classic win-win solution, for the network of women on campus.

IT'S HER TURN Entries Due February 1

See December 1994 issue, page 13 for details.

Lessons on Leadership for Women

"Women in higher education need to think beyond the academy and learn from a variety of sources," according to Linda Hartsock and Martha Burns, leaders of Integrated Options Inc., an Alexandria VA management firm specializing in leadership training for heads of associations, particularly those related to higher education.

"Some of the best women leaders in higher education are the best because they have a past and future that is not exclusively tied to colleges and universities," they say.

Unlike higher education, the hospitality industry has women in about 70% of its top posts. Charlotte St. Martin is one of those leaders. As executive vice president of Loews Hotel, New York City and CEO of Loews Anatole-Dallas, she has strong views on what it takes for women to reach high level leadership positions in any field.

In the June 1994 issue of *Association Management*, St.

Martin lists four major steps women can take to break through to a top leadership position:

1. Play the middle management game.

"Surviving middle management," according to St. Martin, is the biggest challenge for women interested in moving to a top leadership position.

The middle level is a make-it-or-break-it arena, where top leaders test and scrutinize those in the middle to see if they have "the right stuff" to succeed. They look extra carefully at women, especially if they have few women in leadership positions, or if they're under pressure to create a more diverse management team.

Specific suggestions to help women avoid being stuck at the middle level for the rest of their careers:

• *Blow your own horn*

It's not just enough to achieve results; you must let the rest of the bunch know it. Many women are uncomfortable touting their accomplishments. You may think that if you do a good job and keep quiet, you'll be respected. The work may be respected, but *you* won't be noticed. Style is crucial: learn to communicate your accomplishments without appearing to brag or be arrogant about it.

• *Acknowledge mistakes*

One of the necessary leadership skills is acknowledging and taking responsibility for mistakes. It's important to strike a balance between acknowledging mistakes in a professional manner and putting yourself down for making the mistake.

Note the difference between saying, "I'm really, really sorry. It's all my fault. I'll fix it right away," and walking away with your tail between your legs, versus, "I take full responsibility for what happens in this department. We've learned some valuable lessons from this event and we'll use these to build an even better organization."

• *Build a team and delegate*

Another key leadership skill is knowing when to collaborate and when to delegate. Women are notoriously less willing to delegate responsibility than men.

It's especially important to learn to *delegate to men*, even those men who are older than you and have been there longer than you.

• *Pick your battles, and pick the right ones*

At all career stages, it's important to carefully choose those battles worth "going to the mat for."

In middle management it's also essential that the battles you choose to wage are based on ideas shared by your boss. In this way, you're fighting for a priority you both agree on, since discord with your boss won't help your chances for promotion.

2. Learn to sacrifice.

St. Martin proudly states that, "Since 1969, I have never worked less than a 60-hour week and 80-hour weeks are common." Frequent travel and involvement in professional organizations add to her time commitment. Women who aspire to top leadership must get used to this level of

sacrifice, she says, which is particularly difficult for mothers raising a family.

"Many women want to believe that they can work 40-hour weeks and get to the top," she says. "I hope they wind up being right, but right now, that's just not the case."

3. Volunteer as much as possible.

Volunteering serves many functions for women. It teaches you how to be a team player, to delegate and to work on committees. It provides recognition for you as well as for your organization, and can provide valuable contacts and experience useful in your daily job.

4. Educate the men to like you.

"To rise to the top and be successful at that level, women need to find ways to help men become more comfortable with female peers," St. Martin says. She holds women responsible for *teaching* men that it's OK, and even beneficial, to work with women and to place women in top leadership positions.

When women are entering a male environment, it's the women's responsibility to learn to communicate with men. For example, she cites learning to play golf or chit-chat about football. Both signify to men that women are willing to go an extra step to facilitate communication with them.

She suggests starting by learning just enough about the NFL to discuss football with your male colleagues on Monday morning. They may even follow by mentioning women's tennis. Simply joining in small talk with each other can go a long way toward creating a comfortable environment where women are still in the minority as leaders.

While many may disagree that it's up to women to *teach* the men how to like them, it may not be as drastic as it seems. It does not mean giving up your own interests, but learning to communicate on a common ground, meeting each other halfway.

NS

It's essential that the battles you wage are based on ideas shared by your boss.

Is Homophobia Due to Sex or Gender Culture?

Researchers studied 155 members of an introductory psych class at a midwestern Catholic university to discover whether sex or gender role was the stronger influence on attitudes toward lesbians and gays.

They used a 30-item scale measuring homophobia, and a 62-item scale measuring traditional gender roles (female roles, male roles, equality of the sexes) where five choices ranged from strongly agree to strongly disagree.

Findings indicated that male respondents had more negative attitudes toward gay men than did females, while both sexes had similar attitudes toward lesbians.

But, they discovered that it was agreement with traditional gender roles that correlated more than sex with attitude toward gays. Men who adhered more strongly to traditional roles also had more negative attitude toward gays. When that difference was held constant, there were no significant differences in attitudes toward gays by women and men students.

Researchers speculated that gender role attitudes are linked to males' receiving stronger gender role socialization. The male gender role brings greater power and privilege for men, and deviations from that role could jeopardize that cultural advantage.

— *Sex Roles*, September 1994.

Women Planners Boost Presentations by Women

It should come as no surprise that when women are involved in planning a conference, more women are likely to wind up as presenters, a correlation recently measured by the American Mathematical Society.

On average, when a woman helped organize a session, 16% of the speakers were women, compared to only 7% women when only men organized it.

Likewise for conferences on ecology: When women helped, 23% of those invited were women, compared to 7% women when only men did the inviting.

They found that men-only selection groups focused on well-known women, who were less likely to accept the invitations, resulting in more lesser-known men being invited compared to their female counterparts.

The moral? Volunteer to help conference organizers to assure a diversified group of presenters that includes women.

— *Academe*, September/October 1994.

College Experience Affects Self-Evaluation, Views, Goals

Three researchers at The Claremont Graduate School CA explored 3,659 students' patterns of change from their first to their fourth years. About half attended private schools, and virtually all were between 17 and 22 years old.

Data came from the annual survey of 550 colleges by UCLA's Higher Education Research Institute.

Gender was a significant predictor of students' responses in 75% of the 48 items, and affected nearly all of them to some extent.

- **Abilities.** (12, including academic, writing, drive, artistic, physical/mental health, leadership, popularity) Men consistently evaluated themselves higher in 75% of them, at both the start and end of college. Women's self-ratings increased over the years, although they started and ended lower than men's.

- **Social/political views.**

Women started out more liberal and became even more socially conscious four years later, while men ended up where women had begun four years earlier.

- **Goals.** Men began their college experience with higher goals of status and success than women, but later both sexes decreased their commitments to them. Over the years, men's top goal went from "be very well off financially" to "raise a family," which was tops with women all along.

"College is a time when an impact can be made and when institutional values can make a difference," the authors concluded.

— *Journal of Higher Education*, November/December 1994.

Classroom Climate Affects Grades (Or Is It Vice Versa?)

Researchers discovered a significant difference in 706 students' perceptions of their classrooms by discipline and type of school, and said students' perceptions of the classroom environment differentially affected their grades in each of the disciplines studied.

Students with a median age of 19 in 35 intro classes in English, lab sciences and behavioral sciences completed 62-item scales measuring their view of the classroom climates. They were in public and private, two-year and research institutions.

Those attending research schools reported that classes were more structured but professors were less concerned with the students' personal development than their counterparts at two-year and liberal arts colleges.

And those at two-year schools felt their classes had higher academic standards than those at liberal arts colleges.

Considering disciplines but controlling for differences in class sizes, students found their English classes to be more intellectually exciting and interesting, while being just as rigorous with less formal structure, and promoted more friendship and cooperation than behavioral science classes.

Students said their lab science classes were the pits: hostile and intimidating environments in both universities and two-year schools.

- In labs, higher grades were associated with students knowing each other and cooperating in learning, and not feeling hostilities nor personally threatened.

- In behavioral sciences, higher grades correlated with perceptions of the class being warm and friendly, led by professors who care about students as individuals and who held them to less rigid academic standards.

- In English, higher grades occurred when expectations and standards for evaluation were clear, classes were fast-paced and intellectually stimulating, and professors were not hostile or personally demeaning.

— *Innovative Higher Education*, Winter 1994.

THE LAST LAUGH

What Are You Going To Be When You Grow Up?

The New Year starts in 13 days (Yes, I always wait until the last minute to write this column.) Time to look back and ahead, and to our places in the universe.

I looked back last night, when I attended a holiday party at the second to last company that fired me. I knew a few faces including the owner, and talked to a few former colleagues, leaving happy that I no longer worked there.

What's The Plan?

My friend Margie, who publishes a national magazine called *Business Ethics*, marked my 50th birthday with the observation that I wasn't getting any younger. Now that I had this newsletter pretty much set up, it was time to think about what I was going to do next. After all, she said, "There are only one or two more things you can do in your life," and it's time to think about them.

"Don't limit it to what you think you can get, or to what you used to want. Think about what you want to spend the rest of your life at."

"But Margie," I explained. "I really like what I'm doing now." She continued, as if I'd never spoken: "Catch little thoughts as they come around the corner of your mind."

Then I got to thinking, I am a Gemini and prone to get bored with routine.

Margie has carefully disentangled herself from the day-to-day affairs of the magazine, hiring an editor and a business manager. In fact, I wrote her last year about how the magazine had become a stereotyped-looking business magazine.

She wrote back, saying the look had become more businesslike, but "I suspect what you miss is me, the Margieness of it. I'm still in there, very much. But a major national magazine must be more than one person's eccentricities. I think we've kept the founding spirit and professionalized."

Maybe she's on to something. I plan to follow her advice, trying to discover what I want to do next. In

June I'll be attending a week-long Leaders Institute in Chicago, sponsored by Carolyn Desjardin's National Institute for Leadership Development. "It will change your life, how you look at things, what you want," she warned me.

A Plan or a Float?

Then I got to wondering, how many WIHE readers take the time to think about what they want to be doing a year from now, or even five or ten years? Probably too few, as we get caught up in the here and now, and pretty soon it's too late.

Margie got my attention, and Carolyn caught me at the right time, so by fall I may know what I want to be when I grow up.

Our Plans for 1995

Whatever it is, I plan to do it in association with WIHE, and with these projects for 1995:

- A new subscriber's request has suggested a new project for WIHE, which may result in the world's first teleconference for women in higher education.

- We're working on the details of surveys by two subscribers, which should come out with the spring issues. You can be part of national research projects on the climate for women in departments and divisions on campus, and on your reactions to gender imagery in editorial cartoons, specifically those about First Lady Hillary Rodham Clinton.

- We're going to combine the June and July issues, when most people leave campus for vacation anyway, to give us a little breathing room.

- We're investigating how the Internet can make us a more efficient and effective network.

And You?

Of course, it's dangerous to put plans on paper. Somebody can always try to hold you to them, or remind you that you didn't quite do all you wanted to do, or said you would do.

But it's a risk we'll take, because as they say, "If you don't know where you're going, any road will take you there."

OK, it's your turn. Let your mind wander and think about your plans and dreams, goals and givens. Think about where you want to be, or if you want to be anywhere. Then take just a small step to get started. And let us know your thoughts. We'll be doing the same. ♦

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Hostile Climate Can Threaten Campus Climate Study

The president calls you in and tells you that due to some crisis on campus, he needs a report on the campus environment to clear the air.

You're asked to head a climate study, define perimeters and report the results directly to him.

At first blush it sounds great, but don't be fooled, warns Janice S. Henry, currently chair and associate professor of information management systems at Southern Illinois University-Carbondale.

Having facilitated the 1994 climate survey as coordinator of University Women's Professional Advancement, she notes, "In addition to the data collected, the process of conducting such a survey reveals the truth about the organization's climate."

Although the SIU study started with high expectations, several problems limited its value. Addressing them early on would have helped, so Henry shared them at the 8th annual international Women in Higher Education conference in January, sponsored by the University of Texas-El Paso.

"Conducting climate surveys is a risky business that should not be taken lightly," she said. "Even experienced, well-established researchers should be especially alert to conducting research on such sensitive issues within a traditional, conservative structure."

Climate is Perception

The climate of a campus is its mood, including culture, habits, decisions, practices and policies that make up campus life, as perceived by its members.

It is the *perceptions* that need to be understood and managed, Henry notes, and the perceptions differ between various units and various people, and on various subjects. Because how satisfied and committed people feel about their jobs and their schools can define how well they do their jobs and how long they stay, it is important that they see their campus climate as positive and enriching.

The trigger for this climate study was Henry's 1993 study reporting that SIU women held only 9% of senior administrative jobs, compared to a 22% statewide average, and 10% of academic unit administrative positions, compared to 25% statewide.

To follow up on the report, the SIU president commissioned a climate study. The project director was researcher Margaret S. Stockdale, SIU assistant

Examples of Climate and Perception

Organizational attributes	Perception	Feelings about the organization
Male-dom. disciplines	Isolation	Sexist
Job search procedures	Nepotism	Hostile
Male power structures	Good old boys	Sexist
Reward structure	Meritocratic	Fair

professor and director of Applied Research Consultants, a part of the psychology department.

• Role of the Project Director

Henry advises that first, you need agreement on the precise role of the project director. While an external director may appear more objective and credible, an internal director may be able to analyze the situation from a personal/political perspective and recognize the extensive ramifications of the study for the campus.

And if you use an internal director, be sure it's a tenured faculty member with impeccable credentials, whose career will not be destroyed if the climate survey or its results are unpopular.

• Support from the Top

To encourage response and demonstrate support for the survey, Henry suggests that the most prestigious officer on campus should endorse the survey and sign the cover letter. At first, SIU's president selected and supported this project.

But in the middle of survey preparations, he cited a lack of time, assigned it to an executive assistant for equal opportunity and affirmative action, and declined to sign the cover letter.

The change was very unacceptable to many campus groups, particularly women's groups, because it altered the terms of the agreement and implied that the president had a lesser commitment to it. And to some, it further underscored the need to deal with a hostile climate on campus.

To avoid the problem, Henry advises "a written contract or understanding between the original parties, so that a change in commitment won't alter the original plan, even if it involves the president."

Otherwise, she learned, it leaves others in a tenuous situation of making a difficult decision on whether to go ahead with or abort the survey, which

also would have sent a message on campus.

• **Constituent Group Involvement**

In a sensitive study like this, it's crucial that all groups have input, especially faculty senate, civil service, administrators, grad council – as well as women, minorities, and underrepresented others.

This is the most important area, Henry says, and even with focus groups, pilot studies and individual feedback, mistakes can happen.

The last-minute switch in ownership of the study left out key groups until very late, so there was a mad scramble to include them.

Henry says the lesson is that all stakeholders need input, even if they have switched hats in the course of the study. And although there is a tradeoff of scientific integrity versus local concerns, the original scales need to be kept intact to protect the survey's internal validity and reliability.

"Don't rush this stage," she warns, lest you miss significant groups, and watch for hidden agendas.

• **Confidential vs. Anonymous Data**

Although researchers first promised that the respondent information would be "confidential," a change in the signer of the cover letter from the president to his assistant also changed the survey's description to "anonymous," significantly changing how the data could be used.

"Anonymous" meant that researchers could know who the survey respondent was by linking it to personnel file numbers, but would purge the link after verification. "Confidential" meant the respondents could not be traced in any way.

Since the original coding was preserved from when it was called "confidential," when some respondents provided deliberately wrong or incomplete data, it could be corrected by the codes.

The changes created a great deal of unrest and controversy, Henry said, which alone was a symptom of one of the climate issues on campus: distrust of upper administration.

She advised clearly explaining coding rules and triple-checking cover letters written by others.

• **Time Frame**

Originally the survey was to be mailed by April 1, to allow time for a good return rate before finals and the end of the school year.

But glitches slowed the process: extra focus groups, more people reviewing the survey, change in ownership from the president to his assistant, and problems with procedures for using human subjects. The survey finally was sent out April 20, leaving only two weeks for responses before finals.

A postcard later clarified the change from "confidential" to "anonymous" and extended the deadline to a month after finals, increasing response.

To avoid a time crunch, Henry suggests building in extra time for unplanned dilemmas and not tying data collection to the school year. Better yet, conduct the survey in fall rather than spring.

• **Survey Design and Questionnaire**

Respondents were 871 faculty, civil service, and administrative and professional staff, 22.5% of SIU employees. It measured organizational climate,

micro-inequities for underrepresented groups, organizational commitment and demographic data.

Although the survey used internal experts, the university's somewhat convoluted organizational structure caused two major units to be left off the demographic part, causing a stir amid respondents.

Having an independent, well-informed, detail-oriented internal person review the sample may have prevented the problem, Henry suggests.

• **Ownership of the Data**

Be clear on who owns the data, Henry warns, and who has the authority to release it to the university community, and whether the results can be published in a professional journal. At SIU, where ownership changed from the president to his assistant, these issues have not yet been resolved. Again, rely on a written memo at the outset.

• **Sample Analysis**

A problem involved including reports by isolated women in male-dominated disciplines like engineering and math, without disclosing their identities. Plans to report climate results by gender and discipline would have revealed the identities of the few women respondents in each discipline.

Despite objections, researchers relied on theory and combined the data of women in "traditionally male disciplines" when there were fewer than five in a subgroup, so their voices would be heard but their identities remain anonymous.

• **Results**

Although results cannot be disclosed yet, the process of conducting the survey itself indicated a troubled university climate. Across all units, the data revealed a low level of trust and confidence in the administration. And researchers still don't know when and if the results will be made public. ■

For details, contact Janice Schoen Henry, chair, CTC-Information Management Systems at Southern Illinois University-Carbondale IL 62901; (618) 453-7279.

WOMEN IN HIGHER EDUCATION

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Mission: To enlighten, encourage, empower and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and goals on campus and in society.

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NEWSWATCH

Update on Minnesota Coaches: Lawsuit for Dismissal & Higher Salary with Strings

The saga continues for audacious coaches of two University of Minnesota women's teams who asked for salary equity with coaches of men's teams.

Fired volleyball coach Stephanie Schleuder won a temporary restraining order in district court that prevents the university from hiring a replacement.

Basketball coach Linda Hill-MacDonald had been offered a one-year contract at \$80,000, while the men's team coach earns \$200,000, plus percs.

She signed a four-year contract with an option for a fifth year worth \$480,000 overall, but with some pretty tough performance requirements. Her team must maintain a 2.5 GPA and make it to three of the next four NCAA tournaments, requirements the men's team coach does not have. The Board of Regents had not yet approved the contract.

Women's sports proponents say that in addition to higher requirements, the contract fails to stipulate that resources and support be made available to her, so coaches like her are set up for failure and firing. And tournament appearances are usually conditions for a bonus, not for just contract renewal.

Hill-MacDonald reluctantly signed, saying "The stipulations in the contract are really stress-producing and they would create a lot of pressure for me and my players," according to the *Dallas Morning News* on January 18, 1995.

Wanted: A Tennessee Gender Bias Lawyer Who's Not a University of Tennessee Alum

After architecture professor Judith Reno failed to get tenure at the University of Tennessee and sued for gender bias in 1991, the school offered to settle for only attorney's fees. Feeling the offer was inadequate and she was being "emotionally stampeded into a cheap settlement," she refused.

At that point her attorneys quit, and the university countersued for punitive damages "to make an example of Ms. Reno's fraud and deceit."

Subsequently, Reno discovered that her former primary attorney, as well as two magistrates assigned to the case, are currently adjunct professors at the University of Tennessee College of Law.

Reno has until February 14 to find a new attorney. She can be reached at (912) 897-4184.

SUNY Guilty of Retaliation Against Coach

Two women, one an athletic administrator and one a former basketball coach, claimed retaliation by SUNY-Oswego after supporting former physical education chair Patricia Peterson's EEOC sex bias case against the school. Last month a federal court jury agreed that the school retaliated, firing the coach and forcing the administrator to coach again, despite an on-going medical condition that made her quit coaching in 1986.

Judge Frederick Scullen of the U.S. District Court

in Syracuse will decide whether to accept the jury verdict or dismiss the case, or find Oswego President Stephen Weber personally liable for limiting the coach's free speech.

The original EEOC complaint, which the university settled last year, stipulates that the school improve services, facilities and recruiting support for its women's teams, and add women's teams in softball and lacrosse. The school agreed.

President Weber, in a written statement, said school officials could not understand why the jury in the retaliation case found the school liable at all, according to *The Chronicle of Higher Education* on January 13, 1995.

No News Is Good News

Somebody's always unhappy, it seems, but so far several women presidents have managed to hang in there despite criticism. Judith E.N. Albino still leads the University of Colorado and Josephine Davis still heads CUNY's York College.

Students at Texas Woman's U Sue Regents To Bar Men from Total Undergrad Access

The TWU Preservation Society, a student-faculty-alumni coalition, filed suit on December 28 against the Texas Woman's University Board of Regents, asking for an injunction to halt their decision to open all undergrad programs to men.

Earlier, a series of rallies, pickets and sit-ins at the admissions office had not swayed the board.

In the fall, a disgruntled male student sought to transfer from the health-science program. Because men students have been restricted to grad and health-science programs only, he threatened to sue.

Rather than fight a shaky legal battle that would cost time and money, the board agreed to admit men to all programs, says Ann Hatch, director of public information.

"We really don't feel there will be a large influx of males," she predicted, since the graduate and health sciences programs have been open to men for 20 years, and only 9% of students now are men.

The women's protest had been peaceful and well-organized, Hatch said. "They're doing what we taught them to do, and learning a lot in the process."

NCAA Offers Seminars on Gender Equity

The first ever NCAA seminars on how schools can comply with Title IX for athletics will be held April 10-11 in Dallas and April 20-21 in Baltimore.

Featured are panel discussions and chances for one-on-one discussions with athletic directors, lawyers and Office of Civil Rights representatives.

Topics include requirements for equity in sports participation, facilities and services, coaching issues and implementing action plans.

Sessions will be limited to 200. Registration is due by March 10 and is free to NCAA members, \$150 for non-members and \$75 for students. Contact Janet Justus or Kaily Sola at NCAA, 6201 College Boulevard, Overland KS 66211; (913) 339-1906.



"You've Got To Like What You See in the Mirror."

Ask Eleanor Smith to name a downside to her new position as Chancellor of the University of Wisconsin-Parkside, and you won't get an answer.

"I never take," she begins, and then catches herself with a laugh. "I try not to take a negative approach to things because it sets the tone. I like *everything* about my position." She's upbeat now, but it hasn't always been easy for her.

"I know things have happened to me along the way because of the color of my skin and my gender," Smith says. "But if I allow those things to stop me, it's my own fault. Nobody will be the captain of this ship but me."

Never Look Back

She still remembers her first experience in university administration several decades ago, when she realized that she'd been discriminated against in salary. All her colleagues had received the merit increases they deserved, except her, the only African-American woman.

She asked her boss for the specific criteria on which the merit raises had been based. When no

answer was forthcoming, she told him what she thought of him, wrote a letter stipulating her terms and resigned. Although the Equal Opportunities Commission found solid grounds for a lawsuit, she put the incident behind her. "Sometimes you must decide either to live with what's going down, or move on out," she emphasizes.

No Stranger to Bias

Over her career, Smith has been the token affirmative action applicant several times. And sometimes she's gone to an interview only to learn that, in fact, she wasn't even to be interviewed.

She continued, despite the stumbling blocks. "It's taken me a long time to get here, longer than some other people," she admits. "But the issue is, I *have* made it here."

It's Who You Know

Carrying her through the rough times have been her supporters, constantly reminding her that most setbacks have nothing at all to do with her skills or knowledge, or who she is. It's the others' agendas, they point out, which she cannot change.

Who you know, she believes, is a major factor in career and personal success.

First, she has a support network of women in similar jobs in higher education. "I can pick up this phone and call any one of them right now, and they'll be there for me," Smith knows.

Second, two male mentors have been valuable. Not leaving crucial details to chance, she's put effort into selecting and grooming those mentors. She chose people who were intelligent, had good managerial skills and were decent human beings.

Having selected a mentor, she sent him a copy of her vita, asking for comments and suggestions. Periodically she'd call to see how he was doing and maybe ask for some advice. When attending a conference, she called to

see if he'd be there and invite him to lunch. Soon, he was calling her.

A third source of support is her husband: "Who you select to share your life with is critical."

A fourth major area of support has not come naturally: developing her own self-esteem.

Smith recalls graduating from college as a shy girl who lacked confidence. But her tendency to be introspective, and to read books and seek out workshops covering both professional and personal development, helped her get to where she is.

Today Smith personifies confidence. As she says, "You've got to like what you see in the mirror."

Learning Survival Skills

Smith is no stranger to retraining. Aspiring to be a concert pianist, she was channeled into music education.

When she found her career opportunities limited geographically by her husband's job, she started teaching in the Ohio schools, where she stayed for 16 years, leaving after earning a PhD in 1972 from The

Union Institute in Cincinnati.

From there, she moved to the University of Cincinnati, where she rose to full professor of African-American studies and eventually through the administrative ranks to vice provost.

Following posts as dean of institutional affairs at Smith College and vice president of academic affairs/provost at The William Paterson College of New Jersey, she became chancellor at the University of Wisconsin-Parkside in May of last year.

Administration: A Deliberate Move

Smith says she "accidentally" became a teacher, but her move into administration was deliberate. Looking around, she saw quite a few administrators talking out of both sides of their mouths. "I thought, hey, I can do as well as these white males, and perhaps even better."

And that's advice she passes on to women: Know what you want to do. Think about the type of work you like, and analyze your skills. Smith believes her strongest suits are communication, leadership and people skills, and a very high respect for others: "I know that you can't do anything by yourself."

She deliberately and systematically develops her skills. At a summer HERS workshop at Bryn Mawr on leadership development for women on campus, she learned communication, leadership, finance and academic governance.

As a new chancellor, she puts in long hours, organizes herself to the hilt and makes a point of getting the nitty-gritty details out of the way first, so she can deal with the substantive issues.

At 61, Smith considers herself an unfinished work, still learning and cultivating her skills: "I'm evolving, and I'll be doing that 'til the day I die." 

MC

CAREER CONNECTIONS

Reach 10,000 Women in Higher Education here for only \$230. Call Chris Carman at (608) 251-3232.

FERRIS STATE UNIVERSITY

Vice President for University Advancement and Marketing

Responsibilities:

The Vice President for University Advancement and Marketing, reporting directly to the President, and serving on the administrative cabinet is responsible for the vision, organization, and implementation of a comprehensive university advancement program which addresses alumni, corporate, and community development. The appointee will be responsible for the specific areas of fund raising, alumni relations, marketing, and internal and external public relations.

Required Qualifications:

- Minimum Bachelor's Degree, advanced degree preferred
- A minimum of 5 years of successful experience in development, alumni relations, and/or marketing

Desired Qualifications:

- A proven track-record of fund-raising success, including direct solicitation of major gifts
- Comprehensive administrative skills including supervision, oral and written communication, budget management, and effective use of information technology
- Outstanding strategic and organizational skills
- Demonstrated success in capital campaigns
- Demonstrated success in institutional marketing, both locally and nationally
- Demonstrated ability to interact comfortably with various constituent groups
- Experience in and knowledge of higher education
- Creative and innovative programming ideas

Salary: Salary will be competitive and commensurate with education and experience.

Effective Date: June, 1995

Application:

Review of applications will begin on February 17, 1995, and will continue until the position is filled. Applications must include a letter which specifically addresses how education, skills, and experience relate to the position announcement; a vitae; and the names and telephone numbers of five professional references. Finalists will be asked to supply three current letters of reference and official transcripts. Nominations and applications should be submitted to:

Narbeth R. Emmanuel, Ph.D.
Search Committee Chair
Ferris State University
Starr Building 303
901 S. State Street
Big Rapids, MI 49307-2251

Ferris State University provides practical, hands-on education to make its graduates immediately employable in their chosen fields in a diverse array of technical and professional programs. That unique Ferris philosophy leads to the state's highest placement rate—89 percent of the most recent graduates surveyed finding jobs or continuing their education. With an enrollment of 10,000 students, Ferris offers more than 100 academic programs through the College of Arts and Sciences, Allied Health Sciences, Business, Education, Optometry, Pharmacy and Technology. Included are associate's and bachelor's degrees, two master's degrees and doctorates in optometry and pharmacy. FSU's 660-acre main campus in Big Rapids, a city of 12,600, is located in the vacation and recreation area of West Central Michigan, 54 miles north of Grand Rapids and within 200 miles of Chicago and Detroit. Selected programs are also offered off-campus through Northern Michigan Regional Center in Traverse City, Southeast Michigan Regional Center in Flint, and Southwest Michigan Regional Center in Grand Rapids.

Equal Opportunity, Affirmative Action Employer

WINONA STATE UNIVERSITY

Winona, Minnesota

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Winona State University in Winona, Minnesota, invites nominations and applications for the position of Vice President for Academic Affairs.

Responsibilities: The Vice President will direct the undergraduate and graduate academic planning and program development of the university, including educational program quality assessment processes; recommend to the President such actions as employment, evaluations, promotion, tenure, salary adjustments, terminations and leaves of academic affairs personnel; develop the academic budget, allocate and manage academic resources; supervise the Deans of the Colleges of Business, Education, Liberal Arts, Nursing and Health Sciences, Science and Engineering; Dean of Library and Information Services, and Directors of special academic programs and support services (such as the Adult, Continuing Education and Extension Department; Advising and Retention; Grants and Sponsored Research; Honors; International Studies; the Registrar; the Residential College; Women's Studies; and the Rochester Center); and participate in system-wide planning and operations. The Vice President for Academic Affairs advises and counsels the President on matters related to academic affairs.

Qualifications: Minimum requirements include an earned doctorate, college or university teaching experience; and a minimum of five years' experience in higher education administration. Additional qualification criteria include a successful record of effective teaching experience at the college/university level and significant scholarly and professional accomplishment; experience in developing, monitoring and reporting on academic budgets; demonstrated commitment to Affirmative Action and cultural diversity; demonstrated leadership skills; highly developed analytical, organizational, decision making, oral and written communications, and interpersonal skills; educational vision and commitment to the teaching and learning process and to student growth and development; knowledge of current trends, ideas and resources in higher education; and experience with educational program quality assessment and long-range planning. Preference will be given to applicants whose administrative experience is in a collegiate setting including undergraduate and graduate liberal arts and professional programs; experience with administering collective bargaining agreements in a state-wide university system; experience in working with state coordinating boards, state legislatures, and accrediting bodies; experience in grant seeking and administration; experience with innovative educational programs in such areas as interdisciplinary studies, emerging technologies, and non-traditional programs; and administrative experience in a multi-campus university.

University Community: Winona State, one of seven universities in the Minnesota State University System, is a comprehensive institution offering a broad range of undergraduate programs as well as graduate programs leading to the Master of Science, Master of Arts, MBA and specialist degrees. Enrollment is about 7,200 full- and part-time students. The University is situated in the beautiful Mississippi River town of Winona (population 30,000). The University maintains both a central campus and a Residential College in Winona. The Rochester Center campus is located in the thriving city of Rochester, MN, home of the Mayo Clinic and IBM. The communities offer abundant cultural and outdoor recreational opportunities, as well as excellent school systems and an affordable housing market.

Salary: Salary will be dependent on qualifications and experience.

Application: Candidates must submit a letter of application addressing the qualification criteria, a curriculum vitae, undergraduate and graduate transcripts, and at least five letters of reference. Applications must be postmarked by March 4, 1995. Inquiries and applications should be directed to: Vice President for Academic Affairs Search, Winona State University, P.O. Box 5838, Winona, Minnesota 55987.

WSU is an Affirmative Action, Title IX, Equal Opportunity University. Women, minorities, and individuals with disabilities are encouraged to apply.

VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE

The University of Tennessee at Chattanooga

Nominations and applications are invited for the position of Vice Chancellor for Administration at the University of Tennessee at Chattanooga.

The Vice Chancellor for Administration and Finance reports directly to the Chancellor and is both the chief financial and business officer at the university and the senior management officer and advisor to the Chancellor on administrative support operations of the University. Overall responsibilities include fiscal policy development and long-range financial planning; resource allocation analysis; budget planning, control and reporting; financial accounting and business affairs; non-faculty personnel administration; campus facilities and plant operations; safety and security; purchasing and inventory control; arena administrative supervision; UC foundation financial liaison staffing; auxiliary operations such as bookstore, food services, parking and graphic services; and other university-wide leadership responsibilities assigned by the Chancellor.

Candidates should have at least a master's degree in business, finance or a related administrative field (CPA also strongly preferred) plus considerable financial and management skills and senior-level experience in a broad variety of financial and management areas, preferably in an institution of higher education.

Salary is competitive and will be based on experience. Nominations and applications, along with resumes and names and addresses of five references, should be sent to:

Vice-Chancellor Search
Office of the Chancellor
The University of Tennessee at Chattanooga
615 McCallie Avenue
Chattanooga TN 37403-2598

Review of candidates will begin on February 15, 1995.



The University of Tennessee at Chattanooga is an equal opportunity/affirmative action/Title IX/Section 504/ADA institution.

ASSISTANT VICE PRESIDENT FOR STUDENT SERVICES

The University of Louisville, an urban institution with an enrollment of 22,000 students, invites applications for the position of Assistant Vice President for Student Services. The Assistant Vice President for Student Services reports to the Vice President for Student Affairs and has direct responsibility for Admissions, Registrar, Financial Aid, Academic Services for Athletics, and Testing Services.

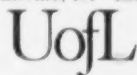
The Assistant Vice President for Student Services is actively involved in the effective development and implementation of the University's enrollment management policies for enrollment targets, retention strategies, and effective student recruitment in a highly competitive environment. She/he also works closely with degree audit, transfer equivalency manuals, touch-tone registration, customer relations, and other related programs and services.

Candidates must have an earned doctorate or other appropriate terminal degree and six years of related experience. Women and minorities are encouraged to apply.

The review of nominations and applications will begin on or about February 20, 1995. Applications should include a letter of interest, a current resume, and a list of at least five references with addresses and telephone numbers for each.

Applications should be sent to:

Dr. Denise Gifford
Acting Vice President for Student Affairs
203 Grawmeyer Hall
University of Louisville
Louisville, KY 40292



The University of Louisville is an Equal Opportunity Employer.



The University of Memphis EXECUTIVE ASSISTANT TO THE PRESIDENT-ADMINISTRATION

The University of Memphis invites nominations and applications for the position of Executive Assistant to the President-Administration. A person is being sought who will assist the President in overseeing and coordinating the administration, activities, and functions of the University. This person will be responsible for providing vision, leadership, and coordination for planning, budgeting, and institutional research.

Candidates must have a master's degree with eight years of experience in higher education and an understanding of planning, budgeting, institutional research, and the academic process. Preferred qualifications include a doctorate and experience in a major university.

The University of Memphis is one of two public comprehensive doctoral granting institutions in Tennessee, with colleges and Arts and Sciences, Business and Economics, Communication and Fine Arts, Education, and Engineering, schools of Law, Nursing, and Audiology and Speech-Language Pathology, and University College. The University enrolls 20,000 students, of which 4,400 are in graduate programs. The University of Memphis is strongly committed to its urban mission and outreach programs. The University recognizes the diverse and interrelated roles played by faculty in fulfilling a comprehensive mission of research, education, and outreach.

The University of Memphis is strongly committed to diversity; women and minority candidates are encouraged to apply. Review of nominations and applications will begin March 17, 1995 and may continue until the position is filled. Application materials should include a statement of interest, full curriculum vitae, and names of five references, including addresses and telephone numbers. All materials should be sent to:

Dr. J. Ivan Legg, Chair/Executive Assistant to the President-Administration Search Committee/c/o Office of the President/313 Administration building/The University of Memphis/Memphis, Tennessee 38152.

An Equal Opportunity/Affirmative Action University



The University of New Mexico is an Affirmative Action/Equal Opportunity Employer and Educator

The University of New Mexico

VICE PRESIDENT FOR STUDENT AFFAIRS

Position: The University of New Mexico seeks nominations and applications for the position of Vice President for Student Affairs. The successful candidate will be the chief student affairs administrator, reporting directly to the President of the University, and serving as a member of the President's Council. The Vice President will provide leadership and administrative direction to the Division of Student Affairs, which is charged with enriching the quality of the campus environment to support the continued personal and intellectual growth of all students.

Campus: The University of New Mexico is the largest and most comprehensive of the state's institutions of higher education. Founded in 1889, the University serves a multicultural student population and is composed of its main campus in Albuquerque, and branches and instructional centers in Gallup, Los Alamos, Valencia County, Santa Fe, and Taos. Over 30,000 students are enrolled at UNM, including 25,000 at the Albuquerque main campus, which houses the state's only Medical School and Law School. The 1994-95 total budget is \$798M, supporting nearly 10,000 employees and over 150 undergraduate and graduate programs, as well as major research activities. UNM is both a Carnegie Research I Institution and a DoEd Minority Institution.

Responsibilities: The Division of Student Affairs includes the following services: Housing and Food Services, Placement Services (Career Counseling, Placement, and Cooperative Education), Student Financial Aid, Student Health Center, New Mexico Union, International Programs and International Student Center, Greek Life, African American Student Services, American Indian Student Services, Hispanic Student Services, Campus Police Department, Child Care Center, College Enrichment Program, Dean of Students-Student Life, Disabled Student Services, Drug-Free Workplace, Leisure Services, Upward Bound, and Women's Center. Major responsibilities of the Vice President include planning, student recruitment, budget preparation and management, facilities operation and management, selection and evaluation of personnel, staff development, and coordination and implementation of the many student programs that support and further the academic mission of the University.

Qualifications: The Minimum Qualifications for the Vice President for Student Affairs are an M.S. or M.A. degree and at least five (5) years of experience in student service administration at a university or college. Desired Qualifications are an earned doctorate, preferably in counseling and guidance or a related field; senior student affairs administrative experience at a university or college comparable in size and complexity to UNM; demonstrated experience in programs emphasizing attainment of cultural diversity; evidence of leadership in the area of recruitment and retention of students in an academic institution that seeks higher participation from under-represented sectors of the population; demonstrated experience in creative efforts related to student retention; demonstrated skills in leadership and administration; demonstrated commitment to customer service emphasis within student services; excellent communication skills. Other desirable qualifications include familiarity with information technology, involvement in appropriate professional organizations or associations at national and regional levels, and a firm commitment to total student development.

Salary and Appointment Status: The salary is negotiable and commensurate with qualifications and experience. The appointment will be on an annual, renewal contract. The position is available upon selection of the best qualified candidate.

Application: Application materials must be received by March 15, 1995, and must include: 1) a curriculum vitae; 2) a letter of interest, including an original signature, that addresses the applicant's experience and qualifications, particularly relating to the desired qualifications mentioned above; and 3) the names, addresses, and telephone numbers of three references. Nominations must be received at least 14 days before the application deadline. Send all materials to:

Dr. Mary Sue Coleman, Chair, Vice President for Student Affairs Search Committee, The University of New Mexico, Office of Academic Affairs, Scholes 235, Albuquerque, NM 87131-1001. Tel. (505) 277-5064. Fax (505) 277-8700.

EXECUTIVE DIRECTOR OF DEVELOPMENT UNIVERSITY OF CALIFORNIA SANTA CRUZ

Reporting to the Assistant Chancellor for University Advancement, the Executive Director will develop, manage, and coordinate tactical plans for accomplishing strategic fundraising efforts.

Responsibilities: manage a comprehensive fundraising program for eight campus gift activity centers; plan, develop, and implement a campus-wide gifts program; support and encourage staff development and training; achieve affirmative action goals; enhance staff diversity; budget management of campus-wide fundraising activities.

Requirements: progressively responsible and successful fundraising experience; demonstrated successful experience as an administrator, manager, supervisor, and leader of development staff; budget and resource management experience; knowledge of tax laws, excellent administrative, planning and program development skills, creative problem-solving skills.

To apply: call (408) 459-2011 for a copy of complete job description & Required Supplemental Application or to request disability accommodation. Refer to Job #95-01-20. Salary commensurate with qualifications and experience; excellent benefits package. Applications, completed supplemental, reference information & salary history must be received by 3/31/95 at the UCSC Staff Human Resources Office, 102 Communications Bldg., Santa Cruz, CA 95064. AA/EEOC

Vice Provost for Information Resources

LEHIGH UNIVERSITY invites applications and nominations for the new position of Vice Provost for Information Resources. This position will provide strategic planning, coordination, and leadership for University Libraries, Academic Computing, Administrative Computing, and Telecommunications. The Vice Provost will report to the Provost and be a member of both the Provost's Council and the University Council.

Located 90 miles west of New York City and 50 miles north of Philadelphia, Lehigh is a private research university with 4,300 undergraduates, 2,000 graduate students, 400 faculty, and 960 full-time staff. It is comprised of four colleges: Arts and Sciences, Engineering and Applied Science, Business and Economics, and Education. The University offers 44 master's degree programs and 33 doctoral programs. The endowment is \$150 million. (Lehigh University may be viewed electronically through the World Wide Web: <http://www.lehigh.edu>.)

RESPONSIBILITIES: The Vice Provost must possess a vision of the role innovative information technologies can play in higher education, as well as an understanding of the changing paradigm in scholarly communication. The successful candidate will have responsibility for integrating information systems, resources, and services in support of the teaching, learning, and research missions of the university. The Vice Provost will be expected to create an organizational structure and a working environment that encourage creativity, cost effectiveness, and change.

MINIMUM QUALIFICATIONS:

- Understanding of the use of information technology in support of instruction, research, and administration
- Understanding of the administration and operations of libraries, computing centers, and telecommunications services, with experience and expertise in at least one of these areas
- 10 years of increasingly responsible management experience
- Demonstrated commitment to participative management style and open decision-making
- Excellent interpersonal and communication skills
- An advanced degree in a relevant field

This position will be vacated on July 1, 1995. Applications received by February 15 will be given for consideration. Please send nominations or responses in confidence to: Professor Barbara Traister, Chair, Search Committee for Vice Provost for Information Resources, c/o Fairchild Martindale Library, LEHIGH UNIVERSITY, 8A East Packer Avenue, Bethlehem, PA 18015-3170. Lehigh is an affirmative action equal opportunity employer. Minorities and women are encouraged to apply.



LEHIGH
UNIVERSITY



UNIVERSITY OF NEBRASKA-
LINCOLN

Vice Chancellor for Business and Finance

The University of Nebraska-Lincoln (UNL) invites applications and nominations for the position, Vice Chancellor for Business and Finance. Reporting to the Chancellor, the successful candidate will be expected to provide dynamic leadership in further developing and strengthening the university's business and financial operations. Candidates must hold an appropriate graduate degree with a terminal degree preferred. A record of several years of proven administrative experience and strong leadership in positions of increasing responsibility is required. Experience in an institution of higher education is desirable.

The Vice Chancellor is responsible for oversight and administration of all budget, financial, and accounting services in conformity with Board of Regents policy and state and federal facilities and grounds, including both capital construction and maintenance, both on the Lincoln campuses and UNL sites throughout greater Nebraska. All business services, security, and transportation services are under the Vice Chancellor's purview. Human resources and internal audit also report to this office.

Screening of nominees and applicants will begin in February, 1995. Persons interested in becoming a candidate should forward a letter of interest and an up-to-date resume. Nominations and applications should be sent to:

Vice Chancellor Search Committee
Office of the Chancellor
201 Canfield Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0419
Telephone: 402-472-2116
Fax: 402-472-5110

The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is an equal opportunity to the needs of dual career couples. We assure reasonable accommodation under the Americans With Disabilities Act; contact the Office of the Chancellor.

UNIVERSITY OF ARKANSAS DEAN OF THE COLLEGE OF EDUCATION

The University of Arkansas, Fayetteville, is seeking a Dean for the College of Education. The Dean is responsible for the operations of a comprehensive college with approximately 140 faculty, 80 staff, and 2,200 students in its six departments: Curriculum and Instruction; Educational Leadership, Counseling, and Foundations; Health Science, Kinesiology, Recreation, and Dance; Nursing; Rehabilitation Education and Research; and Vocational and Adult Education. The Dean reports to the Vice Chancellor for Academic Affairs.

The position offers an excellent opportunity to join us as we implement new and innovative professional preparation programs in the College of Education and identify ways of better serving students and other constituencies. We solicit the applications of individuals with vision, a high energy level, and a commitment to continued development of collaborative relations with area K-12 schools and agencies and other state and national organizations. The position comes with a competitive salary and a starting date of July 1, 1995, or a negotiated later date.

Required qualifications include successful administrative experience in a College of Education or a comparable academic unit; administrative and interpersonal skills to lead the college's faculty in continued achievement in research, teaching, and service; the ability to promote productive relationships with outside constituencies; and effective communication skills. Candidates for the position must also meet the requirements for tenured appointment at the rank of professor in one of the departments within the college, including an earned doctorate and a record of significant scholarly and teaching accomplishments.

The University of Arkansas, a land-grant institution, is the major research and doctoral degree granting institution in the state. The campus is located in Fayetteville, a community which enjoys clean air and pure water and provides a high quality of life to 45,000. Located in rolling, wooded country in Northwest Arkansas at the edge of the Ozark Mountains and Beaver Lake, Fayetteville enjoys some of the best scenery in the country and a dynamic and thriving economy.

A letter of application, a curriculum vita, and the names, addresses, and telephone numbers of five references should be sent to Dr. Donnie Dutton, Chair of Search Committee, University of Arkansas, Division of Continuing Education, #2 University Center, Fayetteville, AR 72701. Individuals listed as references will not be contacted until advanced stages of screening. The University of Arkansas is an equal opportunity, affirmative action institution, committed to achieving diversity in its faculty, staff, and student body. Qualified minority and women candidates are especially invited to apply. All applications are subject to public disclosure under the Arkansas Freedom of Information Act, and persons hired must have proof of legal authority to work in the United States. Review of applications will begin February 15, 1995, and continue until the position is filled.

DEAN ARTS & SCIENCES

Indian Hills Community College has an opening for someone who will administer the college-wide operation of all Arts & Sciences instructional programming. This will include planning, scheduling, budgeting, reporting, supervising and evaluating Arts & Sciences curricular offerings. Other responsibilities include scheduling/ coordination of cultural events, facilities scheduling/ usage with outside groups and leadership of international programs. Minimum requirements include a Master's degree, working knowledge of how liberal arts in a community college functions and four years of successful educational work of which a minimum of two years must be at the post secondary level. Experience must include a minimum of two years of teaching or experience appropriate to the area of Arts & Sciences. A doctorate is preferred. Start date is June 15, 1995. Starting salary: \$43,271-\$49,196. Four day school week and competitive fringe benefit package. The closing date for applications is May 1, 1995. Send letter of application, resume and transcripts to:

Jim Lindemeyer
Vice President, Administration and Personnel
Indian Hills Community College
525 Grandview
Ottumwa IA 52501
Office: (515) 683-5183 (Monday thru Thursday)
Residence: (515) 684-6303 (Evenings & weekends)

AA/EOE



DEAN School of Education and Allied Professions

RESPONSIBILITIES: The Dean is responsible for the academic leadership of the School. Such leadership involves planning, recruiting of students and faculty, continual improvement of programs and curriculum, accreditation, faculty development and evaluation, student placement, and leadership of the Institute for Educational Renewal, an integral part of the Goodlad Project for the reform of teacher education programs. In addition, the Dean is responsible for budget and resource allocation, fund raising, the fostering of respect for diversity and support of university-wide goals.

QUALIFICATIONS: Miami University will consider all candidates who have demonstrated excellence in academic or education leadership. Candidates must be able to provide evidence of ability to relate well to students, faculty, staff, and alumni, and to the education, health, and social service communities. Desirable background includes several or all of the following: doctorate and experience in education or a related area, commitment to enhancing respect for diversity, excellence in teaching, excellence in scholarship, ability to attract external support, ability to work cooperatively with other university programs and to promote collaboration across disciplines.

APPLICATION: Applications should include a letter addressing desired qualifications and a complete resume. Address nominations and applications to:

Dr. William G. Slover
Secretary of the University
101 Roubidoux Hall
Miami University
Oxford, Ohio 45056
FAX: 513-529-1737

To ensure timely consideration, applications must be received by February 24, 1995. The anticipated date of appointment is July 1, 1995. The position will remain open until filled. Miami University offers equal opportunity in employment and education.

THE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS: The School has 116 faculty in five departments (Educational Leadership, Educational Psychology, Family Studies and Social Work, Physical Education, Health and Sport Studies, and Teacher Education) and offers degrees at the bachelor's, master's, and doctoral level. The programs of the School are unified by the theme of family, health, and education in rural, suburban and urban communities. The School has recently committed itself to educational renewal within the context of the Goodlad Project. The School is committed both to the professional education of its students and to the liberal education of all students through the Miami Plan for Liberal Education.

THE UNIVERSITY: Miami is a state-assisted university whose main campus at Oxford is in southwestern Ohio near Cincinnati and Dayton. Established in 1809, Miami has developed into a selective public university with a long tradition of teaching excellence and undergraduate liberal education, and a strong record of scholarly achievement. Miami has an enrollment of more than 20,000 students earning baccalaureate degrees in 96 areas of study, master's degrees in 60, and doctoral degrees in 10 disciplines. Miami has regional campuses in two nearby cities, Hamilton and Middletown, and a European Center in Luxembourg.

Miami University is an Affirmative Action, Equal Opportunity Employer.

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DIRECTOR OF THE TEACHING ENHANCEMENT CENTER

Emporia State University invites applications and nominations for the new position of Director of the Teaching Enhancement Center. The Director reports to the Associate Vice President for Academic Affairs. This is a full-time ten-month position.

The University is seeking a dynamic, innovative, and collaborative individual to develop and implement a program to assist faculty and graduate teaching assistants individually and in small groups to enhance their current teaching skills and develop new teaching skills. This person should exhibit a record of excellence in teaching including innovative teaching skills and experience with instructional technology and design. An earned doctorate and higher education experience are preferred. The Director will be expected to teach one class per semester in his/her area of expertise. Rank and tenure track in an appropriate academic division are negotiable. Salary will be commensurate with experience and qualifications.

Located in the Flint Hills of east central Kansas, Emporia State University is a fully accredited public university with approximately 6,000 students. The University offers degrees through the College of Liberal Arts and Sciences, The Teachers College, the School of Business and the School of Library and Information Management.

Screening of applicants will begin February 15, 1995 and continue until the position is filled. Starting date is negotiable but no later than August 1, 1995. To apply, send a letter of application, vita, transcripts and three current letters of recommendation to Dr. Leo W. Pauls, Chair of Search Committee, Campus Box 4036, Emporia State University, Emporia, Kansas 66801-5087. ESU is an Affirmative Action/Equal Opportunity Employer and encourages applications from members of protected classes.



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Dean of Enrollment Management and Student Development

North Shore Community College is pleased to receive applications and nominations for the position of Dean of Enrollment Management and Student Development. As a member of the College Executive Staff, the Dean reports directly to the President and is administratively responsible for the various functions and activities that currently comprise student services and enrollment management.

The Dean must have excellent leadership skills with the vision and ability to implement the College's Mission. Of particular importance are:

- successful experience in all areas of contemporary, forward-looking enrollment planning and management activities - including admissions, financial aid, registration and, especially, retention
- a broad knowledge of effective student development and support programs including orientation, academic assistance and co-curricular activities

The successful candidate should have outstanding analytical, planning, communication and marketing skills, a demonstrated appreciation for the role of community colleges, and a sensitive understanding of and commitment to diversity. A working knowledge of computer systems utilization is highly desirable. At least six years of progressively responsible experience in higher education student services required. An earned doctorate is preferred.

The Search Committee will begin the review of candidates in late February. The interest of women and minorities is strongly encouraged. Nominations and expressions of interest, along with a resume and the names, addresses and telephone numbers of three professional references, should be sent by February 20, 1995 to: Jane Coviello, Director of Human Resources and Affirmative Action, North Shore Community College, 1 Ferncroft Road, P.O. #3340, Danvers, MA 01923-0840. AA/EOE

Leadership Survival Strategies in the Vacuum of Upheaval

By Adena Williams Loston, PhD
Executive Dean, Valle Verde Campus
El Paso Community College TX

On every campus, institutions are confronting the challenge of change.

It may be driven by economic conditions, accrediting agencies, unfunded mandates, reduced funding from legislatures, more accountability pressure to develop sound academic programs and increase graduate placement rates. Or, it could be an expectation that institutions assume increasingly more shared responsibility for the economic growth and development of the surrounding communities.

Both internal and external forces can stress the institution, and responses by governing boards to "streamline the organizational structure," can generate employee doubt, fear, anxiety, concern and frustration.

During restructuring, leadership can become even more challenging, due to an ambiguity in roles and responsibilities, a lack of directional leadership and cross-supervision of certain areas – especially while decentralizing the institution. For the manager, it feels like operating in a vacuum.

That's when your leadership skills as a female are even more important. Amid the constantly changing environment, you must demonstrate more flexibility – organizationally and administratively – to both survive and position yourself as a significant contributor to the institution in the future.

Administrative Survival Skills

Demonstrating solid, appropriate administrative skills is the key to your survival:

- **Establish Your Credibility**

In addition to demonstrating superior skills, competencies and a solid knowledge base, a leader must be believed by team members, subordinates and supporters. When there is credibility at the helm, a leader can weather any storm.

- **Provide a Stated Vision**

All institutions need a clear vision, which gives direction and provides a framework for your response to various situations. A leader who is focused on the horizon will not be blown by crosswinds and lost in uncertainty, doubt or confusion about the next course of action.

- **Show Confidence in Yourself**

Leaders must exhibit a strong, bold belief in themselves and their capabilities. Others are reluctant to follow a leader who lacks confidence.

- **Display Courage**

Courage distinguishes the manager from the leader. Even when surrounded by confusion and doubt, a leader should express strong convictions and demonstrate the courage to act on them in day-to-day activities.

- **Empower Others**

Especially during change and restructuring, there are plenty of chances to give others an opportunity to demonstrate their skills and ideas – or lack thereof – to identify alternative approaches to solve problems.

- **Personify Integrity**

A leader must be perceived as stable, honest, trustworthy and straightforward, especially in a state of organizational flux. While subordinates may not always agree with your decisions, they will trust that you are being honest and have weighed all aspects of the situation if you have integrity.

- **Do the Right Thing**

When confronted with situations, questionable acts and decisions that leaders have the authority to rectify, they must take action. Subordinates may not remember how the situation developed, but they will forever remember their leader's failure to act. It's more important to do the right thing than to do things the right way.

Organizational Survival Strategies

With the organization in a state of confusion, these strategies will help assure your survival:

- **Link Organizational Vision to Units**

Having developed an institutional vision, you need to assure that each unit knows its role as a stakeholder in helping to shape the vision and attain the goal.

- **Clarify Each Unit's Purpose**

When there is a matrix form of administration or functional approach to administration, units and reporting channels can get blurred, adding to confusion, frustration and resistance. It's your job to make sure each unit knows its role.

- **Respond Proactively to Impending Chaos**

A leader needs a true sense of potential threats to the institution, a clear assessment for its strengths and weaknesses and an accurate gauge of the institution's capabilities for rebounding when confronted by adversaries. From them, you can plan and build a strategy for responding to impending chaos.

- **Maintain Open Communication**

By assuring that all have an opportunity to express their opinions, ideas, observations and varying points of view, leaders can get an accurate read of what's happening both in and out of the institution. Feedback keeps you from operating within a vacuum – and being blindsided.

A leader with a stated vision, integrity, credibility, demonstrated skills and the courage to take a stance and act on her convictions during periods of uncertainty is assured of surviving institutional upheaval.

Adena Williams Loston presented at the 8th annual international conference for Women in Higher Education in San Francisco in January, sponsored by the University of Texas-El Paso.

A Member of the Club

From a presentation by Claudia A. Limbert, Associate Professor, English and Women's Studies, Pennsylvania State University, at the January 1995 conference on Women in Higher Education.

On a recent May morning, I received two letters from the president of our university. The first told me that I had been granted tenure, and the second that I had been promoted to associate rank.

That evening, I pulled my rocking chair closer to the window that has my favorite view into the tops of maple trees alongside the apartment, and took out my two letters. Then it hit me: After six years of unrelenting work and constant worry that had left me unable to sleep past 3 a.m. and that had undermined my health, I had finally received tenure and promotion.

I held a letter in each hand and noted, as if from a distance, that my hands were trembling and that I was crying. I had worked so long and hard for this and it meant so much to me: my job was as secure as academic jobs can be these days. And unlike many other female faculty I had known, I wouldn't be faced with a horrible year of frantic job-hunting before quietly disappearing from campus.

The next month, a male colleague commented, "Claudia, I hope that you will be able to relax a little now that you are a member of the club."

I thought about this as I climbed the stairs, changed clothes and sat in my rocker. How could I be a member of this club, the club of male-dominated academia? After all, I have always been an outsider – because of my sex, because of my Cherokee heritage, because of the poverty from which I came and lived most of my life, and because of an intelligence that went unnoticed until I began college as an undergrad at the age of 35.

Then a second question came to me: If I have become a member of the academic club, what dues does such a membership require? And, more frightening, have I already been paying those dues without realizing it? Have I changed in some way, not only because of what has been expected of me throughout the tenure and promotion process, but also because of the circumstances of academic life that every woman in academe faces, whether she is staff or faculty? Have I become less than I was, in order to somehow become more than I was?

Who am I now? And maybe more importantly, what happened to that person I used to be – a scabby-kneed little girl who wore underwear made from feed sacks, who knocked bullies out cold on the playground, who felt more at home up in a tree than she ever felt on the ground?

Trees have always been a blessing to me, as a little girl growing up in the Missouri Ozarks.

Two vase-shaped elm trees in our front yard stretched to the sky and required a ladder or a rope

thrown over the lowest branch Tarzan-fashion to climb. My mother cautioned me that ladies did not climb trees, so only rarely would I throw a rope over a lower branch, tuck a book in the waistband of my jeans, and inch my bare toes up the rough bark. Seated on my favorite branch, my back against the trunk, I could not be seen from the ground while devouring one book after another.

My favorite trees were the wild ones that grew outside our fence. A huge cottonwood stood majestically alone on a high, rounded hill on the way to the creek. One branch had partially broken off, making a ramp that took me up into the tree, where I would feast on my biscuits and bacon and read, as the cottonwood's leaves rustled around me.

Some days, I walked past the cottonwood and continued down to the creek to my favorite weeping willow, whose branches draped to the ground all the way around and formed such dense shade that only a thick carpet of moss grew underneath. I would crawl into this special space and pull the branches back in place, completely hiding myself from view. But sometimes, under that magic tent, I would think about what I was – an awkward girl with knobby, scabby knees – and what I was supposed to but didn't want to become – a lady like my mother and all the other adult women I knew.

One enticing spring day I played hooky and headed for an abandoned farm. Approaching the old orchard, I abruptly stopped. From somewhere in front of me, I could hear what sounded like singing. Suddenly I realized the music was coming from an old apple tree, the only one in full bloom.

As I advanced one step at a time, the humming intensified. Finally I stood beneath the old apple tree, its black trunk covered in soft green moss. I squinted into the bright sunlight into the thousands of apple blossoms, each one covered with bees and each bee throbbing with sound.

I can still see the sun pouring through those pale blossoms as if through the stained glass windows of a lost medieval chapel, and I can still remember that holy music that only a tree can make when covered with bees. And I can still almost see that little girl who I once was.

Back in Pennsylvania, I thought of so many things that had happened to me since those days: marriage, children, divorce, college, grad school, and now tenure and promotion. But have I lost something – someone – along the way? Now when I look into a mirror, I see the face of a stranger – a woman with gray hair and tired eyes – for whom trees no longer sing. I am now 53 and, somewhere along the way, I have lost that little girl.

I believe she began to be lost when my society pushed me into the socially acceptable definition of woman: a lady. By the age of 12, from pressures of

family and school and church, I had put away my jeans. I wore skirts every day, no matter what the temperature or activity. My hair had been tamed with a permanent and painful hair curlers. I was enrolled in ballroom dancing where I was told not to lead, even when my partner didn't or wouldn't. I was punished for doing anything that called attention to myself, and I did little work in school because I had been told that boys didn't like girls who made better grades than they did.

I married, having been told that someday a man would ask me to marry, and I must say yes.

When my four children were in school, I found a way to go to college and grad school, where I wrote papers that got A's because, out of self-preservation, I quickly learned how to write in a male voice, the academic voice that continues to feel so foreign to me no matter how long I use it.

And, yes, I got tenure and promotion because I could produce the kind of research that males produce and I could get it published in male-dominated journals. Yes, I have indeed become a member of the club.

Many will say that I am a success. But am I? Or have I lost something important, someone important along the way? Now, some days, when I am walking along a street and I hear a faint breeze rustle the top of a stunted city tree, I suddenly remember those other trees of my childhood and that little girl who climbed them and who may be—as far as I know—sitting on that broad branch, waiting for me to come back and find her.

And I wonder if there aren't other little girls sitting in other trees—the little girls that all of you once were. How long will they wait for us to reclaim them before they disappear?

Shouldn't we go back and find them and make them part of us once more, and in so doing, bring them into a new club where there is room for them and for us, and room for the women we really are? ■

RESEARCH BRIEFS

Meta-Analysis Powerfully Shows Gender Differences

While the traditional scientific method requires a large amount of empirical data, some feminist researchers prefer smaller amounts of intensive, anecdotal evidence.

Now a University of Wisconsin researcher advocates meta-analysis to combine results of hundreds of studies to review the literature quantitatively.

Psychology professor Janet S. Hyde studied gender differences in *verbal abilities* as reported in 165 studies of 1.4 million people, and found no significant differences.

She did find a difference in studies done before 1973, which she attributes to cultural factors in the tests themselves: "If the differences are biologically determined, how did the differences get so much smaller in so little time (20 years)?"

She separated *spacial abilities* into three components: spacial perception, mental rotation and spacial visualization, and found that males performed significantly better in only one aspect, mental rotation.

On *math performance*, she combined 254 samples testing 3 million people, finding that the differences between the genders again decreased miraculously since 1973, from 0.31 to a slight 0.14. "In other words, in the last two decades the magnitude of gender differences has dropped to half of what it was previously," she noted.

On *helping behaviors*, she noted a slight difference of 0.13, with men far more likely to be public heroes when being observed, and women more likely to help privately.

On *sexuality*, she studied 239 samples totaling 128,363 people on 21 measures of sexual attitudes and behaviors. The largest difference was that men masturbated more, while the difference between the genders toward homosexuals was zero, and in attitudes toward sexual satisfaction was slight.

Hyde observes, "Quantitative research has been an extremely powerful method within psychology."

"It would seem unwise in the extreme to abandon those methods to male researchers and non-feminist researchers. There is power in quantitative analysis, and at least some feminist

researchers should seize it," she says.

Meta-analyses advantages are:

- Its results can challenge long-held beliefs about gender differences.
- It can document powerfully the importance of context and roles.
- It can go back and examine patterns for different ethnic groups, if the original researcher reports it.
- It can be a powerful tool to influence the popular media's stereotypes of gender differences.

—*Psychology of Women Quarterly*, Dec. 1994.

Is There a Sexless Pronoun?

Efforts to encourage the use of non-sexist language in academe have been hampered by a lack of agreement on the best alternative to assure inclusiveness.

Complaints are that "he or she" is too cumbersome, "they" is ungrammatical, and "he" has lost its status as a true generic. And repeating the term is redundant.

At Emory & Henry College VA, students in writing classes are expected to observe non-sexist usage policies. A content analysis of 125 pronoun-referent pairs showed that there is a difference in the gender connotations of referents paired with different pronouns.

Among the students, "they" was the most frequent choice for neutral referents, followed by "he or she," making them equally inclusive.

"They" was more likely to be paired with a neutral referent, suggesting it is a true generic. However, "he or she" does not function as a true generic, since students avoided it when referring to a feminine referent.

Although some writers still say that they use "he" to include both sexes, the students *never* used it to refer to a feminine referent.

Results showed that student writers seemed to be striving for non-sexist language. More inclusive language would result if "he or she" and "they" were used to refer to feminine referents as well.

Those who write handbooks using "he" as a traditional generic term may want to reconsider, and not dismiss "he or she" as awkward and "they" as ungrammatical.

—*Women and Language*, Fall 1994.

THE LAST LAUGH

Football Coaches Vs. Title IX, Again

In Washington DC, the good old boys are still trying to redefine Title IX to exclude football.

They're targeting Richard Riley, head of the U.S. Department of Education. Its Office of Civil Rights enforces Title IX, which demands equal resources for all institutions that receive any type of federal funds, and requires schools to offer equal opportunities for athletes of both sexes.

On December 22, 1994, a group of good old boys - who probably just happened to play football in college - wrote to Riley. They "urge the OCR to reject the proportionality test as the primary measure of compliance" with Title IX, and to accept merely a school's history of expansion of women's sports or accommodation of women's interests and abilities as validations of equality of opportunity.

Most of the 22 signatories are powerful leaders in Congress: Bob Dole, Arlen Specter, Orrin Hatch, Strom Thurmond, Daniel Inouye and David Pryor.

On January 11, 1995, the American Football Coaches Association asked Congress to hold hearings "to bring some common sense solutions to issues relating to gender equity and Title IX."

The football coaches want their sport exempt from consideration of a school's gender equity in athletics, calling the Title IX interpretation of considering football as a college sport "illogical, unfair and contrary to Congressional intent."

And now they're enlisting coaches of men's non-revenue sports, who see their sports getting cut while football teams retain 120-man rosters and eat up 57% of their school's men's athletics budget, and falsely blaming gender equity for their woes.

Pretty clever, those football coaches getting the other men's teams coaches to do their dirty work.

And, they're getting OCR representatives to meet with the coaches and promise to respond to their concerns. Perhaps the OCR will help the schools find other ways to comply with Title IX, not just taking the easy way out: slashing men's sports.

Women Leaders Fight Back

They haven't fooled Donna Lopiano, executive director of the Women's Sports Foundation, who

calls the non-revenue team coaches' lobbying misdirected. "This has nothing to do with Title IX," but "... everything to do with sacred cows," she says.

She calculates that if the NCAA were to take the high road, and cut the number of football scholarships from 85 to say 65, every Division I school could achieve gender equity tomorrow.

The National Association of Collegiate Women Athletic Administrators (NACWAA) also sees the scam. As chair of its watchdog committee, Christine Grant, director of women's athletics at the University of Iowa, has prepared a Title IX Fallacies and Facts information report. It will be sent to over 100 women, so they can educate their congressmen.

Grant says the coaches are dreaming if they think they can get away with this attempt to gain exemption from Title IX, pointing out that football lost its bid in 1970, and was sure to lose again.

The info sheets point out, among other things, that despite Title IX, men still receive 65% of all sports opportunities, according to the NCAA.

Suggestions for equity include reducing excess campus expenditures for men's big-time sports and reducing national expenditures for both men's and women's sports (like reforming recruiting).

NACWAA will soon send a "How Can It Be?" challenge to the 22 letter signatories, asking how they can claim to support Title IX, yet suggest that proportionality doesn't really matter, despite ten court cases that reinforce proportionality as the test.

How Shall We Respond?

Let's fight back. The football coaches are on the offensive, enlisting allies and rattling sabers, and it's time we make sure they don't get away with it.

First, let's not do the "I'm just a victim" thing. It demeans us, it sends the wrong message and it just plain won't work.

Why not call Cedric Dempsey, NCAA head, asking where the NCAA stands? (913) 339-1906

And let's contact our representatives in Congress and encourage them to support keeping proportionality as the best measure of gender equity. And remind them that women vote too.

Pendulums swing both ways, but with women's tenacity and inner strength, if we work together you know who will have the last laugh. ■

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WOMEN
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Administrative and Faculty Women Unite for Equity

On some campuses, distrust separates women administrators from faculty. Administrators are told, "Faculty are tenured but you are not," while faculty hear, "You have to be careful of administrators."

The divide-and-conquer strategy fails at Brookdale Community College NJ, where a coalition of faculty, administrators and staff, called the Women's Caucus, has been successful in getting ten women faculty promoted, two women appointed to top administrative posts and two consultants hired to study gender equity for administrators on campus.

"Our power seems to be that we work together," says Freda Hepner, associate professor of English. Her administrative counterpart is Lynne Schmelter-Davis, director of testing services at the college.

When administration tries to work with one and freeze out the other, each immediately consults the other to share information and strategy.

Separate Paths to the Same Conclusion

Back in December 1991, Schmelter-Davis analyzed campus administrators' salary, years in the job, levels, education and gender, finding the differences in salaries between genders to be "striking."

Hearing of Schmelter-Davis' data via the campus grapevine, Hepner conducted the same analysis for faculty. A math colleague confirmed that their data on gender inequities was statistically significant. Women were stuck at lower levels, comprising 63% of instructors and 67% of assistant professors, but only 38% of full professors. And salaries were less.

Neither Schmelter's presentation of her results to the president nor Hepner's appeal to the union brought a satisfactory response.

"We discovered that we shared the same goal, serving the educational needs of the institution, and so we decided to work together," Hepner said.

They Did Lunch

First, they invited a group of 12 women faculty and administrators to lunch, where both shared their experience in confronting campus gender inequities.

Next, all 12 signed a letter detailing their equity concerns to the president. "He was fairly new then, and we thought we'd be nice and tell him he had an opportunity to correct past mistakes," Hepner recalls.

The president thanked them for their concern, and promised to look into it and delegate it to the new (male) dean for human resources.

"We were not happy with his brush-off," Hepner

Unity Brings Success

Changes at Brookdale Community College after formation of the Women's Caucus:

- First women VP, Johanna Kobran
- First woman dean of human resources, Kathryn Gover
- Promotion of 10 women to associate professor
- Two major surveys on administrative hiring and salaries

says, so they formed the Women's Caucus, inviting all women on campus to the first meeting, from janitors to faculty to assistant deans and other administrators. And, they invited the press.

Attending the initial meeting were 60-65 women, all faculty and administrators. Although no staff attended, "People came up to me in the hall and thanked me for what I was doing," Hepner recalls. "They said they couldn't attend the meeting because they were afraid their boss would find out, but they supported our goals."

The local newspaper reported the Women's Caucus meeting, and the very next week Schmelter-Davis and Hepner were invited to meet with the president. (After the article, he had been on the phone with every single trustee on the board.) During the two-hour meeting, "We were very blunt," Hepner relates. They sought gender equity in salaries, administrative jobs for women, and opportunities for women to contribute the full range of their skills and talents to improve the college.

Instead of cooperation, they met stonewalling. "You have to know that I play hardball when I get on these issues," Hepner recalls the president said.

In a January letter to the president, they made specific suggestions concerning gender issues on campus: increase the number of women in administration, set up a mentoring program, guarantee equity in salaries, and introduce gender bias awareness training across the campus.

A month later, a new (male) VP responded in a letter that they were compiling data, and would get back to them. Hepner called it, "Just another way to tell us to be quiet."

They responded in kind, noting "you cannot divide us," "we're tired of waiting" and we know

that "a diversity committee cannot make policy."

Salary Consultant Notes Bias

Looking for objective data, the board of trustees hired management consultants Peat Marwick to do a \$100,000 study of administrative and staff salaries. Although top leaders were reluctant to share results with them, finally the Women's Caucus got a copy of the conclusions, which said: "... a high correlation exists between salary grade and gender." Quoting directly, it said:

- The distribution of employees by salary grade would appear to be an issue ...
- Education and work experience do not appear to have a direct relationship to position or salary...
- Since education does not influence the position of salary in the range, and women have greater educational achievement on average than men, the college may want to review the weight given to education in the hiring process.
- The results of our analysis do not support use of work experience and education to determine a statistically valid prediction of probable salary.

In other words, women administrators and staff had more education and experience, yet lower pay.

On the faculty side, summary data show that as of December 1994, women still comprise 63% of the lowest paid faculty and just 27% of the highest paid faculty. The recent promotion of 10 women to associate professor helps, Hepner notes, but "They are good enough to be promoted to full professor."

Another Consultant

Campus leaders commissioned yet another report on administrators. The Mercer study will be "longer and probably even more costly," they predict, and results are due March 15. With administrator's contracts expiring in June, Schmelter vows, "We won't sit down to negotiate until it's finished."

A Long Row

Hepner and Schmelter-Davis note that it had been three years to the day since they started working together, January 6, 1992.

They've gotten women appointed to VP and dean positions, and are still working on faculty salaries. "Women administrators are much more vulnerable," the tenured Prof. Hepner says, because they lack tenure, protection and respect. "They probably won't fire the leaders, but they can make their lives miserable."

Although stronger and better organized, the faculty union doesn't support salary equity.

At nearby Mercer County College, a lawsuit over gender bias in faculty salaries recently got a court date. Brookdale faculty women watch it with interest, thinking it may scare the administration into dealing with their salary inequity issue.

Noting that she hears that the New Jersey Attorney General supports the women faculty in the Mercer County College case, Hepner said her group wants to avoid a lawsuit but do consider it an option.

Reach Prof. Freda Hepner and Lynne Schmelter-Davis at Brookdale Community College, Newman Springs Rd. Lincroft NJ 07738; (908) 842-1900. They presented at the Women in Higher Education conference in January 1995.

Attending a Conference? Share Costs, Benefits with Various Campus Groups

With total costs to attend a conference averaging \$1,500, it's cost-effective to spread the costs and benefits of attending among others at your school. For some faculty members, it's the only way to go.

Kathleen Easter, assistant provost at Central Missouri State University, has mastered the game.

Attending the Vermont conference Reconciling Gender Issues in Higher Education in October, she brought two colleagues, Sue Sundberg, assistant professor of math and computer sciences, and Carol Benton, associate professor of communication.

In February, Benton and Sundberg facilitated an arts and humanities teaching forum called, "Teach Smarter, Not Harder: Reconciling Gender Differences in Higher Education," based on information from the Vermont conference.

At a noon program for more than 70 faculty, deans and VPs, they discussed gender issues and teaching, leading one VP to comment, "This is the most significant intellectual experience I've had since I came to this university four years ago." Following was an open forum on how the information can affect how faculty think and teach.

To continue the dialog, a group of participants will brown bag lunch it every other week.

Sundberg also shared some of Sheila Tobias' ideas on teaching math to women students, meeting with a divisional gender and pedagogy committee.

Also at the Vermont conference, Sundberg met a woman who will be a consultant to the campus on gender issues and writing a NSF grant to improve teaching of math and science to women students.

Creative use of shared funding allowed them all to attend. Part of Benton's expenses were covered by the office of campus diversity. Sundberg's were partially covered by research funds, since her interest is in increasing the number of women and girls in math and science.

Contact Kathleen Easter at (816) 543-8099.

WOMEN IN HIGHER EDUCATION

Editor and Publisher: Mary Dee Wenniger

Editor-in-Training: Pat Dyjak

Contributors: Jennifer Hirsch, Dianne Jenkins, Nina Sossen

Technical Editor: J. A. Vosen

Career Connections: Mary Zenke

Mission: To enlighten, encourage, empower and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.

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U.S. Appeals Court Backs All-Male VMI

Supporting creation of a separate but equal option for leadership education for women, a 2-1 vote of the 4th Circuit U.S. Court of Appeals last month upheld the Virginia Military Institute's plan to keep out female students.

Although the district court approved the plan, the Justice Department appealed to the 4th District Court of Appeals, which also upheld the plan.

The Justice Department can either accept the decision, appeal to the whole 17 judge panel for the 4th district, or appeal to the U.S. Supreme Court.

The U.S. Justice Department sued VMI in 1990 on behalf of a woman who wanted to enroll. Although a district court upheld VMI's refusal to admit women in 1991, an appeals court ruled that as a state-supported school, VMI must either admit women, lose state funding, or create a comparable program for women.

Mary Baldwin College, a nearby woman's college, proposes to set up a comparable women's leadership development program. VMI's foundation would provide a \$6.9 million endowment for it.

Watching with interest is The Citadel, the all-male military school in South Carolina, facing a court decree to admit Shannon Faulkner as its first woman cadet. It has contacted two private women's colleges in the area to interest them in setting up an alternative school for women if the VMI-Mary Baldwin plan wins final court approval.

No matter what the courts say, Mary Baldwin College is moving full speed ahead in creating the leadership program for women, according to Crista R. Cabe, director of college advancement services.

Having already accepted 19 of the first 33 applicants, administrators are impressed by their quality. With the women's SATs in the 1300s and strong backgrounds in math and sciences, Cabe says, "The world had better get out of their way." She says that one applicant is on the wrestling team at her coed military high school.

Cabe notes that Mary Baldwin College already meets the four conditions made by the appeals court: Hiring a well-qualified and well-compensated director; recruiting valid and motivated students; committing to adequate funding; and designing continuing assessment tools for leadership training.

Miami of Ohio Calendar Touts Women's Achievements, Not Anatomy

The advice "If you don't like the way things are done, do them yourself" guided women students at Miami University OH to print 1,000 copies of their own calendar of women on campus.

Instead of bikini-clad bodies, it shows 12 campus women of achievement: students, faculty and administrators at work and play.

Accompanying text details their selection and accomplishments, according to Carmen E. Wargel, sophomore member of the Association of Women

Students. The group had protested last year's girlie calendar done by two male student entrepreneurs.

"Instead of just sitting around and bitching about last year's calendar," Wargel says, "we did something positive to promote and validate the work that women at Miami University are doing."

They solicited nominations by asking units to "tell us about the phenomenal women around you." Then a committee of 10 "experienced the joy of a non-hierarchical organization" as they selected the 12, Wargel says. Included are leaders from the student government and pan-Hellenic associations, student athletes, women in science, faculty and administrators.

Calendars are available for \$6 from the Association for Women Students, Miami University, 375 Schriver Center, Oxford OH 45056. Contact Carmen Wargel at (513) 529-4856.

BYU Women Chide Clarence Thomas

He was at Brigham Young University last month just to judge a moot court competition, but protesters reminded U.S. Supreme Court Justice Clarence Thomas of allegations that he sexually harassed Anita Hill.

VOICE, a campus women's support group, displayed a banner saying, "VOICE Welcomes Clarence Thomas. Now Can We Invite Anita Hill?"

VOICE leader Linda Wilkins said they weren't disparaging Justice Thomas, just protesting a lack of gender diversity in campus speakers.

In the last year, only one woman has been invited to address the weekly all-campus forum, she said, and twice the campus has refused to allow Laurel Thatcher Ulrich, a noted Harvard professor who has written in a publication for Mormon feminists, to address students.

BYU representative Brent Harker said VOICE was denied a permit to demonstrate on the campus bridge where Thomas would pass, under the school policy of being "courteous and respectful to invited speakers." Instead, they protested just off campus.

Producing Quilt Unites Houston Campus

Back in September 1993, Joyce Goerke was helping search for a unique way to commemorate the upcoming 20th anniversary of the University of Houston-Clear Lake, where her husband Glenn Goerke is president.

She decided a quilt would be a lasting testimonial, and enlisted the services of professional quilt designer Judy Cloninger, whose husband is a charter faculty member in economics. Over the next 18 months, 12 volunteers spent about 1,000 hours stitching together a 64 inch square quilt that recently won an international quilt competition. It will soon be on permanent display at the school.

"Academic Laurels" features in each corner one of the university's four schools, names of all charter faculty and key administrators, and symbols of excellence and traditions unique to the campus.

Volunteers included staff members, an alumna

and wives of faculty and administrators.

"We got to know each other's area better," says Janice Fisher, administrative secretary and quilt historian. They shared their lives as they shared duties in producing the quilt. "It was a real team effort."

Sexual Abuser/Basketball Star Rejected For Admission at Seton Hall University

Admitting top basketball recruit Richard Parker, who recently pleaded guilty to a charge of sexually abusing a high school classmate, would have sent the wrong message to women on campus, according to Seton Hall University President Thomas R. Peterson.

Instead, he chose to "maintain the integrity" of the school, despite Parker's prowess on the court, and reject the athlete's application for admission to the perennial basketball power.

Virtually all on campus support the president's move, even the basketball coach and the athletic director, according to media coordinator Elinor Walker, "One of our creeds is respect for women."

Parker had been offered an athletic scholarship before his guilty plea, and is considering suing the Roman Catholic school for withdrawing its offer. President Peterson says the scholarship offer was made before Parker had admitted the sexual abuse, and Seton Hall never admitted him.

Tech School Teaches Harassment Awareness

In a male, technical college environment, faculty can be oblivious to issues that are very important to women students. Not so at Stevens Institute of Technology NJ, where a well-organized effort to make women students comfortable has led to an enrollment of 20% women - more than twice the average at institutes of technology.

A voluntary-but-strongly-encouraged-by-the-president two-hour seminar sensitizes faculty, staff, administrators and students to sexual harassment and other issues that women face on campus.

The interactive seminars use case studies and role playing in which drama students act out scenarios that show different elements of sexual harassment. Groups of 5-6 discuss the scenarios and report their conclusions to the whole session.

Kathleen Bott is assistant director of the Campus Women's Program, which started 17 years ago to improve the climate for women on campus.

Begun three years ago, the seminars help faculty feel more comfortable with their students, she says. Today's faculty need guidelines on what constitutes sexual harassment, so that they can maintain the close mentoring association that female as well as male students need, without fear of crossing the line into perceived harassment.

And young women who will enter a male-dominated world of technology after school also need to know where the line falls, she notes.

Plans are afoot to upgrade and replicate the program for other campuses later this year. For details, call Kathleen Bott at (201) 216-5245.

Affirmative Action: No Longer Needed?

Two professors in California think affirmative action causes people to identify with separate ethnic, racial, and religious groups, creating factions which may tear the country apart.

So, professors Lynn Custred, an anthropology professor at California State University-Hayward and Thomas Wood, executive director of the California branch of the National Association of Scholars, have drawn up a California initiative to end "preferences" for women and minorities in state hiring and college admissions.

Although the initiative must first pass a legal test by the attorney general's office and then gather 600,000 signatures, Nancy L. Davis, executive director of Equal Rights Advocates in San Francisco, believes that it will be on the March 1996 ballot.

If successful, it would eliminate all special tutoring and financial aid for minority and female college students, and prevent public universities and colleges from considering race or sex in admissions.

"This initiative," Davis says "is anti-affirmative action, anti-equal opportunity, pro old-boy's network. It will set the clock back. It is bad policy for the state of California and the people of California."

Republican Gov. Pete Wilson - who historically has supported affirmative action - says, "I don't think we should be awarding either jobs or places in a graduate school class based upon race or gender because if you do, essentially you're talking about a quota system, and I don't think that what we want are quotas."

Davis explains, "A goal and a timetable do not equal a quota. Affirmative action has never required quotas. The courts have been vociferous about that. Affirmative action can be a massive recruitment drive, assessing the real criteria for a job, or providing additional training for a job - it does not mean hiring unqualified people."

Affirmative action has been on the lips of some Republican presidential hopefuls. Senate Majority Leader Bob Dole says, "We did suppress people. It was wrong. Slavery was wrong. But should future generations have to pay for that?"

Sen. Arlen Specter (R-PA) disagrees, "It's not just past discrimination. There's a lot of discrimination out there today."

Three other Republican presidential candidates also recently raised the issue of affirmative action, leading some political analysts to project that it will be the key issue for the 1996 presidential race.

Davis is concerned that initiative supporters focus on people's kids, an emotional issue. She says that people are saying, "It's one thing to hurt me, but another to go after my children's opportunities."

One of the major difficulties supporters of affirmative action face is the idea that "preference" in hiring means someone unqualified is getting the job. But they also must contend with the fact that people are most comfortable with someone who looks like them, and white males still dominate in most positions of power. PD

- Additional information supplied by the *Wisconsin State Journal*, February 10, 12, 13, 1995.

Ms. Moneybags: Women in Campus Financial Administration

By Mary L. Fisher, Associate Professor of Finance
University of Texas - Tyler

When it's time for qualified women to move up to influential financial administrative positions on college and university campuses, many women move up *and* out. Rather than climbing the ladder at their institution, they move out of the university into for-profit businesses, or to some other school.

Why don't many women take places in financial administration, even in the private sector?

Lack of visibility. Some higher-ups just cannot perceive women in their organizations as potential financial leaders.

Lack of access. Women historically lack access to the typical male-controlled power centers.

Lack of mobility. Women, more often than men, are unwilling or unable to disrupt their husbands' careers and children's lives to relocate.

Failure to join a management training career path. Cultural factors make women less likely to follow a traditional, planned-out, career path to management.

Despite these limitations, real and perceived, there are ways that women can move into high-level financial administration at institutions.

• *Being Seen.*

In male-dominated institutions, women have a hard time being identified as accomplished administrators. Those boys in the old boy's network tend to see only other boys as potential members of their club. But there are ways for women to be seen.

The Office of Women in Higher Education at the American Council on Education (ACE), seeks out women with the right credentials to move into power positions in academe and brings their names to the attention of those with the authority to hire and promote them. The ACE Fellows program identifies and trains women administrators across the country to assume senior-level positions.

The National Institute for Leadership Development in Phoenix AZ conducts more than a dozen leadership training and development workshops, primarily for women in two-year colleges. Its leader, Carolyn Desjardins, recently was chosen to receive a special award from the American Association for Community Colleges.

The HERS Institutes, both the weekend type at Wellesley and the summer institute at Bryn Mawr, offer administrative leadership training for women. (See page 14 for details.)

Women need to get involved in professional societies and associations. Since women are often excluded from the power centers within their own institutions, it's essential for them to ally with colleagues outside their own campuses.

• *Breaking Through Stereotypes.*

Many men still believe that women really don't take their careers seriously. They feel that even the most competent women will leave their positions, due to the

pressures of the work itself, their natural desire to have children, or their inability to supervise men on the job.

Alas, women often contribute to these negative stereotypes. We've all seen the woman administrator who, in trying to be accepted by the male majority, affects a hard, humorless demeanor.

On the other hand, we all know women who approach their professional lives with exaggerated female attributes, focusing too much on compassion and consensus building, unable to make hard decisions and stick to them. In reality, the best solution is a balance of traditionally male and traditionally female attributes.

This is doubly important in financial administration. Women are often assumed to be financially cautious and prone to "math anxiety," so must work extra hard to overcome these perceived barriers to their advancement.

• *Understanding Power.*

Striking a balance between male and female qualities is also key in understanding and using power in a university. In many universities, power is *feudal*, held by those at the top and administered strictly from the top down. But I believe that power has no gender.

Successful leaders of both genders must use ambition and aggression as well as sensitivity and consensus building.

Women who would be top financial administrators must develop attributes that recognize and address the big picture, rather than being overly-concerned with detail. They must master the art of delegation and suppress the desire to please. To pretend that competence matters, and personal interaction does not, is a fallacy.

• *What It Takes.*

A woman who aspires to a top-level financial position need not be a superwoman. Rather, she is *technically competent* with developed *problem-solving* capabilities, a good understanding of *how* to get and use *power*, a *commitment* to her career, and a good command of *femininity*.

Even armed with these skills, she will face obstacles. To overcome them, she must learn to *take risks*, be *assertive* about salary and promotions, *base decisions* on *complete information*, *pay attention* to office politics, *speak out and up*, and, most importantly, *not make excuses* for others.

In the 1990s, where the bottom line has become the tail that wags the dog, financial leaders are gaining a disproportionately strong voice in campus leadership. Women who get to the top and achieve power will be single-minded and love their work, and pay a very heavy personal price for their success.

They'll have a key voice in decisions and achieve the power to contribute to making their campus communities better places.

The difference for women who want to enter financial administration is that today they have the freedom to choose. ▀

Women are often assumed to be financially cautious and prone to "math anxiety" ...

CAREER CONNECTIONS

Women can bring a fresh perspective, a different view on recurring problems and renewed energy to invigorate a campus, plus a commitment to serving all the diverse members of its communities.

To assure that the pool of candidates for leadership positions on your campus includes women, alert your school's human resources department and the chairs of search committees to this new resource to reach and support women.

For additional information on how to reach 10,000 women administrators and faculty each month for just \$230, call Mary Zenke at (608) 251-3232. Deadline is the 20th of the month.



Seton Hall University Vice Chancellor for Student Affairs

Seton Hall University is extending the search for the position of Vice Chancellor for Student Affairs, welcoming nominations and applications.

Seton Hall University is a Roman Catholic institution affiliated with the Archdiocese of Newark. Founded in 1856, it is the oldest and largest diocesan university in the United States. Its main campus is in suburban South Orange, New Jersey, fourteen miles from Manhattan; the Law School is located in Newark. The University enrolls 10,000 students (4,400 full-time undergraduates) in eight schools, offering 85 degree programs. One third of the enrollments are on the graduate/professional level. The University is in the final phase of a major construction program, which includes the Law School, University Library and an academic support building. A capital campaign, presently at \$108 million, is entering its last year.

The Vice Chancellor for Student Affairs is a member of the Executive Cabinet, reporting directly to the Chancellor/President. This position provides divisional leadership and coordination for Student Affairs including the office of Dean of Students, Housing and Residence Life, Student Activities, Athletics and Recreation, Health Services, Career Services and Counseling Services.

Candidates are sought who have a terminal academic degree and present evidence of significant professional achievement in higher education as well as experience with student-related issues. Excellent communication skills, proven leadership and managerial ability are essential for the position.

Candidates should understand and embrace the distinctively Roman Catholic character and mission of Seton Hall. The candidate must be able to work effectively with students and display sound judgement and a sensitivity to a community of diverse racial, ethnic, cultural and socioeconomic backgrounds.

Review of applications will begin immediately with a goal of completing the search by May 1; applications and nominations will be reviewed until the position is filled. Expected date of appointment is July 1, 1995. Women and minorities are especially encouraged to apply. Nominations and applications/resumes should be sent to the following address:

Vice Chancellor for Student Affairs Search Committee
Planning Office
Seton Hall University
400 South Orange Avenue
South Orange, New Jersey 07079

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The Governing Board of the Contra Costa Community College District

announces an opening for the position of

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To request an application packet and the brochure describing the position, its qualifications, and the application procedures, contact:

Clare Luiselli
Search Consultant
Human Resources Office
Contra Costa Community College District
500 Court Street
Martinez CA 94553
(510) 229-1000, ext. 400
FAX (510) 229-2490

The position is available July 1, 1995. Screening of applications will commence on March 31, 1995 and continue until a suitable candidate is identified.

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Hood College

Vice President for Academic Affairs and Dean of the Faculty

Hood College invites nominations for, and expressions of interest in, the position of Vice President for Academic Affairs and Dean of the Faculty at the College.

An innovator in women's education for more than 100 years, and firmly grounded in the tradition of the liberal arts, Hood College today has a total enrollment of 2,000 students in its undergraduate and graduate programs. The next Vice President/Dean will have an immediate opportunity to join Hood's President-Elect, Shirley D. Peterson, in a collaborative leadership effort to build on this tradition and to strengthen the sense of connectedness among Hood's various programs and activities.

Qualifications for the position include meeting all of the requirements for appointment to a tenured teaching position at Hood—namely, successful experience in tenure-track teaching positions at the college/university level, an earned doctorate, and a strong record of research and scholarship—plus significant experience in academic administration at or above the department chair level, and a thorough appreciation of the values and objectives of a small, comprehensive college dedicated to undergraduate and graduate teaching and scholarship.

Leading candidates will possess demonstrated intellectual depth and vigor, proven skills as an organizational strategist, successful leadership experience in a collegial academic community, a strong commitment to women's education, and an equally strong dedication to the creation of a cohesive community that draws together varied and disparate constituencies.

The search will remain open until a select list of candidates is put forward for consideration by the President-Elect of the College in late April. However, since the VPAA/Dean Search Committee plans to begin its screening of candidates on Tuesday 7 March, early submissions of nominations and expressions of interest are strongly encouraged. Such submissions, preferably including a current curriculum vitae, should be sent directly to:

Dr. Linda Scott Boamajian, Chair
Hood College VPAA/Dean Search Committee
c/o A. T. Kearney Education Practice
225 Reinekers Lane—4th Floor
Alexandria, VA 22314
Fax: 703/519-0391; Phone: 703/739-4626

All inquiries, nominations, and expressions of interest will be held in strictest confidence throughout the search and afterwards. Hood College is an equal opportunity employer. It actively seeks and encourages nominations of, and expressions of interest from, women and members of under-represented populations.

WESTERN OREGON STATE COLLEGE

PRESIDENT

Western Oregon State College Monmouth, Oregon

The Oregon State Board of Higher Education invites applications and nominations for the position of President of Western Oregon State College. The President, the chief executive officer of the College, serves under the general direction of the Chancellor according to policy set by the Board. The appointment will be effective summer, 1995.

Western Oregon State College provides close to 4,000 students the benefits of a small college opportunity. A comprehensive liberal arts college, Western offers 30 undergraduate and three graduate degree programs through its two schools—the School of Education and the School of Liberal Arts and Sciences. The College emphasizes high-quality instructional, research, and public service programs and is committed to educating the whole person. Through the concept of a Public Service Park, the College has been developing itself as a leader in the promotion and development of cooperative relationships among higher education, governmental agencies, and business.

Western employs approximately 500 faculty and staff, with an operating budget of over \$42 million. The 135-acre campus combines the charm of historic 19th century structures with modern facilities for science, performing arts, and athletics, accented by award-winning landscaping that captures the beauty of the green Willamette Valley. A community of almost 11,000, Monmouth/Independence is just 15 miles from the state capital, Salem, and is midway between the state's two largest cities, Portland and Eugene. Western is just a short drive from the state's most valued resources, the famed Oregon Coast to the west and the majestic Cascade Mountains to the east.

Western Oregon State College is one of eight colleges and universities within the Oregon State System of Higher Education.

QUALIFICATIONS:

- An earned doctorate or other appropriate terminal degree; record of scholarly research, creative work, or professional distinction; and faculty experience.
- A strong belief in the importance of a liberal arts undergraduate education.
- A commitment to award-winning graduate and undergraduate education programs.
- A record of progressively responsible and effective leadership in the senior-level management of a college or university.
- Demonstrated ability and experience in attracting external funding.
- The ability to provide leadership in an environment of shared governance to promote excellence in teaching, learning, and scholarly/creative endeavors.
- A commitment to and understanding of equal opportunity and affirmative action.
- An appreciation of and sensitivity to the virtues and needs of a diverse student population, a willingness to involve students in campus affairs, and a commitment to improving the quality of student life.
- The ability to nurture the relationships among business, government, education, and community groups to meet the academic, cultural, economic, and social needs of the College and the region it serves.
- The ability to establish inter-educational relationships among private and public schools, community colleges, and other education institutions.
- An understanding of the issues and opportunities facing the population the College serves including the role of technology and lifelong learning.
- The ability to communicate the institution's mission and goals to external groups to build support.

APPLICATIONS:

To assure full consideration, nominations and applications should be received by March 13, 1995. All materials should be addressed to:

Robert Bailey, Chair • Presidential Search Committee •
345 North Monmouth Ave • Western Oregon State College •
Monmouth, OR 97361

The Oregon State System of Higher Education is an Equal Opportunity and Affirmative Action employer. Women, minorities, and members of underrepresented groups are encouraged to apply.

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

RESPONSIBILITIES:

Eastern Illinois University invites nominations and applications for the position of Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs is the chief academic officer of the University. Responsibilities include, but are not limited to, planning and coordinating academic programs, implementing recommendations arising from ongoing internal and external program review/assessment activities, developing policies and budgets, providing leadership in the maintenance of quality instruction and research/creative activity through faculty recruitment and development, promoting a global perspective, and maintaining collegiality in administering a collective bargaining contract.

The Provost and Vice President for Academic Affairs reports to the President. Reporting to the Provost and Vice President for Academic Affairs are the Associate/Assistant Vice Presidents for Academic Affairs; the Deans of the University's four Colleges—the College of Arts and Humanities, the Lumpkin College of Business and Applied Sciences, the College of Education and Professional Studies, and the College of Sciences; the Dean of the Graduate School and Research; and other Deans and Directors in Academic Affairs.

QUALIFICATIONS:

Candidates must have an earned terminal degree and teaching/scholarly achievement commensurate with tenure and the rank of Professor in an academic department. Additionally requisite are evident leadership skills and a record of sustained excellence as an academic administrator, commitment to quality in general education, commitment to strategic institutional planning, commitment to shared governance, and commitment to vigorous support of affirmative action and cultural diversity.

THE UNIVERSITY COMMUNITY:

Eastern Illinois University is a public residential institution that places priority on teaching excellence. Approximately 10,000 full-time on-campus students are enrolled in undergraduate and graduate programs; non-traditional and part-time students are enrolled in programs both on campus and at off-campus sites. Eastern offers faculty a wide range of research and public service opportunities. Located in east-central Illinois, the University combines the benefits of a community of 20,000 with access to several large cities including Chicago, St. Louis, and Indianapolis.

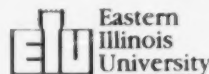
STARTING DATE:

JULY 1, 1995

APPLICATIONS:

Applications must be received by 17 March. Applications will be reviewed as they are received and should include a letter, current resume, transcripts of graduate work (unofficial acceptable), and the names, addresses, and telephone numbers of at least five current references. Materials should be addressed to:

James Quivey, Chair of the VPAA Search Committee,
Coleman Hall 314H
Eastern Illinois University
Charleston, IL 61920,
217/581-2428, FAX 217/581-6029, cfjq@eu.edu



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VICE PROVOST FOR RESEARCH AND GRADUATE STUDIES UNIVERSITY OF HOUSTON

The University of Houston invites nominations and applications for the position of Vice Provost for Research and Graduate Studies. The creation of this position reflects the University's strong and continuing commitment to being a premier research university. We are seeking an individual who will be the strongest possible advocate for research, both within the university and before external agencies, foundations, and industrial concerns. The major responsibility of the Vice Provost is to provide leadership to the university research community, and includes the formulation and implementation of all campus-based research policies, as well as their integration with our graduate programs. The position involves substantial budgetary responsibility.

The Vice Provost will be expected to foster interactions and joint efforts with industry, stimulate novel research initiatives, and encourage and facilitate partnerships among different academic units. Candidates for this position must therefore have a working knowledge of funding sources, including industrial and corporate sources, and be familiar with the national research infrastructure. Demonstrated leadership abilities are expected as well. The Vice Provost for Research and Graduate Studies will thus play a major role in propelling the University of Houston into the ranks of the nation's best research universities.

The Vice Provost, in conjunction with the deans, will also be responsible for enhancing the quality and effectiveness of graduate-level teaching and research and for providing the vision and direction needed to develop new programs.

Candidates must have an earned doctorate, a record of achievement in research, and direct experience in the administration of research. Knowledge of trends and opportunities influencing research, as well as demonstrated success in securing extramural funds, are essential.

The search committee will begin reviewing applications and nominations on February 15, 1995. The search will remain open until the position is filled. The desired date of appointment is July, 1995.

Letters of application, including a letter detailing qualifications for the position, should be forwarded to:

Professor James L. Gibson, Chair
Vice Provost for Research and Graduate Studies Committee
c/o Senior Vice President for Academic Affairs/Provost
University of Houston
Houston, Texas 77204-2162

The University of Houston is the major university serving the country's fourth largest city, and is made up of fourteen colleges and more than 40 research centers/institutes. The University is a comprehensive state teaching and research university which also has the distinctive mission of being an urban university. The University of Houston is an Equal Opportunity, Affirmative Action Employer. Minorities, women, veterans and persons with disabilities are encouraged to apply.

Vice President for Administration and Finance KUTZTOWN UNIVERSITY Pennsylvania State System of Higher Education Search Reopened

The Vice President for Administration and Finance reports directly to the President and assumes ultimate responsibility for all activities within the Division of Administration and Finance. The Vice President has responsibilities for the major areas including the Business Office, Personnel Office, Physical Facilities, and Administrative Services. Included within these units are approximately 180 full-time employees.

Kutztown University enrolls approximately 7800 students and is located adjacent to a beautiful small community in the rolling hills of southeastern Pennsylvania. The cities of Allentown and Reading are within twenty minutes' driving time. Philadelphia, New York, Lancaster, Harrisburg, Scranton, Baltimore, Washington and many other cities, as well as the Pocono Mountains, are within easy driving distances.

Qualifications should include:

- A proven record of major fiscal responsibilities
- A working knowledge of all units in the Division of Administration and Finance
- Strong oral and written communications skills
- An administrative style which emphasizes personal involvement with faculty, students, staff and administrators
- Demonstrated record of excellent management abilities
- Experience working with collective bargaining units
- The ability to oversee major construction projects

In addition, candidates' qualifications will be strengthened by advanced university degrees, and substantial experience in accounting and finance. The position will be filled on approximately July 1, 1995.

Applications must include a letter of intent, current résumé and names, titles, telephone and addresses for a minimum of five professional references. Deadline for submission of credentials will be March 24, 1995. Applications and nominations should be addressed to:

Chairperson of the Search Committee for the
Vice President for Administration and Finance
Kutztown University
Kutztown, PA 19530

Kutztown University is an Affirmative Action, Equal Opportunity Employer.



DEAN, SCHMIDT COLLEGE OF ARTS AND HUMANITIES

Florida Atlantic University invites nominations and applications for the position of Dean of the Schmidt College of Arts and Humanities.

Florida Atlantic University, an institution of the State University System of Florida, enrolls 17,500 students on campuses in Boca Raton, Fort Lauderdale, and at other sites in South Florida. Approximately 75% of the students and faculty are located on the Boca Raton campus, the locus of the Schmidt College. The College offers BA, BFA, MA, MFA, and MAT degrees and is in the final stages of preparation for a Ph.D. in Comparative Studies. Its Departments of Art, Communication, English and Comparative Literature, History, Languages and Linguistics, Music, Philosophy and Theater comprise about 90% faculty responsible for over 1,000 college majors.

A gift of the Charles M. Schmidt family which, with state matching funds provided over \$22,000,000 for the construction of The Dorothy Schmidt Center, a three building classroom and office complex, dedicated in November 1994 and the endowment of two superchairs at \$5,000,000 each. The College also is home to three eminent scholar chairs, with endowments exceeding \$1,000,000 each, and several named professorships.

The Dean of The Schmidt College of Arts and Humanities is responsible for providing leadership for the challenges of the next century. Candidates should have experience in program development and budgeting, a proven record in teaching and scholarship, administrative experience in a doctoral university, at a level comparable to department chair or higher and qualifications for appointment as a tenured full professor in one of the departments of the College.

The Dean reports to the University Provost and Chief Academic Officer in coordination with the Vice President of the Boca Raton Campus regarding campus and budgetary issues. Salary is competitive, application deadline is March 17, 1995, with a preferred starting date of July 1, 1995. Qualified women and minorities are especially encouraged to apply. Dossiers will be subject to the Florida Public Records Law.

Applications, including a full curriculum vitae, with the names, addresses and telephone numbers of at least three references, should be sent to:

The University Provost Office
Florida Atlantic University
777 Glades Road, P. O. Box 3091
Attn: Dr. Kathleen Russo
Chair, Search and Screen Committee
Boca Raton, FL 33431-0991

FLORIDA ATLANTIC UNIVERSITY IS AN AA/EEO EMPLOYER

VICE PRESIDENT FOR RESEARCH THE UNIVERSITY OF WYOMING

The University of Wyoming invites nominations and applications for the position of Vice President for Research.

The Vice President for Research provides leadership for enhancement and facilitation of the research, scholarly, or creative activities of a research university. The Vice President represents the research interests including scholarly or creative activities of the university to constituencies both on and off the campus. He or she provides direction and support for faculty, staff and student efforts to obtain extramural funding. The Vice President for Research reports directly to the President, works closely with the Provost, other vice presidents, academic deans, and department heads/chairs, and serves on the President's Executive Council.

The University of Wyoming is the only four-year, graduate level institution of higher learning in the state of Wyoming. It is a land-grant, research university, ranking among the nation's leading institutions in federal research and development funding, and offering over 100 bachelor's, 70 master's and 27 doctoral degrees. The University consists of the Colleges of Agriculture, Arts & Sciences, Business, Education, Engineering, Health Sciences, and Law. Over 10,000 students attend the main campus and several thousand more are enrolled in outreach programs off-campus. The City of Laramie has a population of approximately 27,000, and is in a mountain setting with clean air and year-round outdoor recreational opportunities.

Candidates should have an earned doctorate, must have a record of distinguished accomplishments in research, scholarly, or creative activities, and should have academic credentials and previous experience that merit a tenured appointment at the rank of professor in an academic unit within the university. He or she must be familiar with sources of extramural funding and have the experience and ability to creatively represent the interests of the faculty to state and federal agencies, private and public foundations, and domestic and international businesses and industries. The candidate should possess excellent oral and written communication skills and be sensitive to and able to work with faculty and others with diverse backgrounds. Past experience in administration of research and/or scholarly and creative activities is required.

The position is available July 1, 1995. Screening of applications will commence on April 15, 1995 and continue until a suitable candidate is identified. Nominations or letters of application including a current vitae, and the names, addresses and telephone numbers of five references should be sent to:

Dean Martha S. Williams, Chair
Search Committee, Vice President for Research
College of Health Sciences
P. O. Box 3432
Laramie, WY 82071-3432
TEL: (307) 766-6556
FAX: (307) 766-6608

The University of Wyoming is an equal opportunity employer and specifically invites and encourages applications from women and minorities.

Dean Graduate School of Business

The University of St. Thomas invites nominations and applications for the position of Dean of the Graduate School of Business. Among the largest graduate business schools in the United States, the St. Thomas Graduate School of Business offers a comprehensive array of educational resources and programs, including seven degree programs and several affiliated centers and institutes. The faculty includes a solid core of tenure and tenure-track appointments and is supplemented by a highly experienced group of adjunct faculty. Together this outstanding faculty works with approximately 3,000 students in degree programs. Through its centers and institutes, the School serves over 15,000 persons annually in the Twin Cities and their suburbs.

Candidates must have a significant record of administrative accomplishments, preferably developed in both academic and business environments; an ability to work effectively with faculty, students, and leaders in business, industry, and other educational institutions and agencies; a sense of and vision for the future direction of management education at both the graduate and undergraduate levels; an understanding of the nature of organizational change and demonstrated leadership experience in such efforts; an understanding and willingness to engage in fund raising; and an understanding of an commitment to Catholic higher education. Applications are welcomed from persons with an exceptional record in senior management positions who have demonstrated involvement in management education. It is desirable that candidates have an earned doctorate in a discipline represented in the School and have a teaching and professional involvement record which makes them eligible for a senior faculty rank and possibly tenure.

The University of St. Thomas is a private, Catholic, urban, co-educational, comprehensive I, diocesan university with over 10,000 students. Classes are offered at various sites including the 110 year old campus in St. Paul and a major new campus in downtown Minneapolis. Women and persons of color are strongly encouraged to apply. Candidates should provide a letter describing their qualifications for, and visions of, the position and a current resume. Applications and nominations should be sent by 5:00 p.m. March 24th to: Human Resources, Mail #AQU217, University of St. Thomas, 2115 Summit Avenue, St. Paul MN 55105 EOE



The University of Memphis DIRECTOR OF OFFICE OF DIVERSITY

The University of Memphis invites nominations and applications for the position of Director of the Office of Diversity. A person is being sought who will report to and work closely with the President to provide leadership in the diversity mission of the University. The Director advises the President and other university officials on issues of diversity. The Director has primary responsibility for providing overall coordination and vision for diversity services and programs. Responsibilities include assessing the University climate; assisting in setting diversity goals and ensuring communication of those goals to internal and external constituencies; fostering academic discourse on multicultural and pluralistic perspectives; enhancing knowledge and understanding of diverse cultures; assisting faculty in developing appropriate materials and methods to infuse diversity into the curriculum; ensuring accountability in University objectives; and facilitating development of faculty, staff, and students.

Candidates must have an advanced graduate degree, experience in higher education, demonstrated record of scholarship, evidence of administrative leadership, experience in diversity programs, and an ability to communicate with varied populations. Preferred qualifications include a doctorate; experience with curriculum transformation, curriculum development, and/or publications in this area; a demonstrated background in faculty and student development; experience with writing grants; and skills in planning, diplomacy, and consensus-building.

The University of Memphis is one of two public comprehensive doctoral granting institutions in Tennessee, with six colleges and three professional schools. The University enrolls 20,000 students, of which 4,400 are in graduate programs. The University of Memphis is strongly committed to its urban mission and outreach programs. The University recognizes the diverse and interrelated roles played by faculty in fulfilling a comprehensive mission of research, education, and outreach.

The University of Memphis is strongly committed to diversity; women and minority candidates are encouraged to apply. Review of nominations and applications will begin April 3, 1995 and may continue until the position is filled. Application materials should include a statement of interest, full curriculum vitae, and names of five references, including addresses and telephone numbers. All materials should be sent to: Dr. Rosie Bingham, Chair, Director of Office of Diversity Search Committee; c/o Office of the President, 313 Administration Building; The University of Memphis; Memphis, Tennessee 38152

An Equal Opportunity/Affirmative Action Employer.

UNIVERSITY OF WISCONSIN-MADISON College of Agricultural and Life Sciences University-Industry Relations

The College of Agricultural and Life Sciences and the Office of University-Industry Relations are seeking nominations and applications for an Assistant Dean position. The incumbent will serve as Assistant Dean working with the College of Agricultural and Life Sciences faculty and staff on technology transfer efforts at the UW-Madison.

Degree and Specialization

Ph.D. in biological sciences is required, along with demonstrated research abilities related to disciplines within the College of Agricultural and Life Sciences.

Experience

At least ten years of experience which includes a combination of management, marketing, technology transfer and research. Both business and academic experience is necessary, as well as a detailed understanding of research in the Agricultural and Life Sciences. Appreciation for the mission and priorities of universities as institutions of higher learning as distinct from industrial research laboratories is essential.

Unless confidentiality is requested in writing, information regarding applicants and nominees must be released upon request. Finalists cannot be guaranteed confidentiality.

Deadline Date for Receipt of Application: April 15, 1995

For full consideration, send a cover letter, complete resume, and the names and addresses of at least three references to:

Dr. Steven C. Price, Director
University-Industry Relations (UIR)
University of Wisconsin-Madison
Rm. 1215 WARF Bldg.
610 Walnut St.
Madison, WI 53705
(608) 263-2840

The University of Wisconsin is an
Affirmative Action, Equal Opportunity Employer.

Ferris State University ASSISTANT TO THE PRESIDENT FOR AFFIRMATIVE ACTION

POSITION #: 014780 EFFECTIVE DATE: JUNE 1, 1995

RESPONSIBILITIES: The Assistant will articulate, implement, and monitor Federal, State, and University Affirmative Action/Equal Employment/Title IX laws, policies, and mandates; direct the activities of the Affirmative Action Office. Reports directly to the University President, serves as liaison to all members of the University community for affirmative action and diversity issues, and reviews, investigates and facilitates resolution of internal complaints. Responsible for encouraging and monitoring recruitment and retention of under-represented groups.

MINIMUM REQUIRED QUALIFICATIONS: Master's degree in Counseling, Education, Human Resource Development, a social science discipline, or related field; three to five years AA/EEO/Title IX administrative experience and a demonstrated commitment to enhancing ethnic, cultural and gender diversity in the workplace. Thorough knowledge of current Federal and State regulations including complaint investigation and resolution; ability to effectively work with varied constituencies and viewpoints through the use of excellent communication, guidance, advising and mediation skills; and demonstrated organizational and leadership ability.

PREFERRED: Experience in higher education.

SALARY RANGE: Salary is commensurate with education and experience.

APPLICATION: Send a letter of application, current resume, and copies of transcripts to:

Dr. Charles Hurt
Search Committee Chair
Ferris State University
420 Oak, Franken 151
Big Rapids, Michigan 49307

APPLICATION DEADLINE: Application materials noted above must be received no later than 5:00 p.m. March 24, 1995. Official transcripts and three current letters of reference will be required of finalists.

FACTS ABOUT FERRIS: Ferris State University provides practical, hands-on education to make its graduates immediately employable in their chosen fields in a diverse array of technical and professional programs. Ferris offers more than 100 academic programs through the College of Arts and Sciences, Allied Health Sciences, Business, Education, Optometry, Pharmacy and Technology to its 10,000 students. Included are associate's and bachelor's degrees, two master's degrees and doctorates in optometry and pharmacy. FSU's main campus is in Big Rapids, a city of 12,600, located in the vacation and recreation area of West Central Michigan, 34 miles north of Grand Rapids.

-AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER-

California State University, Monterey Bay

Twenty to Twenty-Five Multidisciplinary Faculty Positions

Priority screening of applications: March 3, 1995
Position closing date: March 17, 1995

CSUMB is seeking twenty to twenty-five (20-25) pioneering faculty who are exceptionally well-qualified for the teaching and development of multidisciplinary curriculum based on service learning. Candidates must be able to work cooperatively and effectively in atypical environments. Applicants please specify: (1) areas of teaching expertise, (2) record of scholarly achievement, (3) Experience in service-based learning, (4) skills in the use of technology as resources for teaching and learning, and (5) cross disciplinary interests.

To receive a complete position announcement in the mail, call (408) 393-3364. All correspondence should be addressed to: Faculty Recruitment Office, California State University, Monterey Bay, 100 Campus Center, Seaside, CA 93955-8001 CRS (TDD) users: 1-800-735-2929
E-mail: faculty_recruitment@monterey.edu

The California State University is an Equal Employment Opportunity, Affirmative Action, and ADA employer committed to excellence through diversity.

CIVIL ENGINEERING TECHNOLOGY FACULTY POSITION

Kansas State University-Salina invites applications for a full-time faculty appointment beginning in August, 1995. This is a tenure-track position as Assistant or Associate professor in the College of Technology's Civil Engineering Technology program. Candidates must have three years related industrial experience, be licensed within one year, and hold an MS in Civil Engineering or Civil Engineering Technology with an emphasis in surveying and mapping preferred. Responsibilities will include teaching at the associate and bachelor level, scholarly activity, professional involvement and contributions to the continued development of the civil technology, surveying, and GIS/LIS fields. Applicants should demonstrate expertise in the surveying, GIS, GPS, and Land Information Systems. Teaching experience in engineering technology is highly desirable. Applications with three current professional references and transcripts should be submitted. Review of applications will begin March 15, 1995, but they will be considered until the position is filled. They may be sent to Ms. Rosie Goll, Search Chairperson, Kansas State University-Salina, College of Technology, 2409 Scanlan Avenue, Salina KS 67401. KSU is an affirmative action/equal opportunity employer and actively seeks diversity among its employees.

TEXAS A&M UNIVERSITY Food Services Director

Texas A&M University seeks an experienced professional to lead its Food Services Department. The Director of Food Services manages, directs, plans and supervises all operations and functions of the department, including student meal plans, cash operations, catering and banquets, food court, and a centralized bakery and commissary.

Candidates for the position should have a minimum of a Bachelor of Science degree in Food Service Management, Business, or a related field with 5 years progressively responsible experience in leading a large multi-unit department. Should have demonstrated achievement in leadership, human relations, strategic planning, budgeting, and training.

Highly competitive salary and benefits package, commensurate with experience and education. To apply, send resume, including names, addresses, and phone numbers of three references to:

Robert T. Bisor, III
Chair, Search Advisory Committee
Office of the Vice President for Finance and Administration
Texas A&M University
College Station, Texas 77843-1247

Deadline for Accepting Resumes:
March 24, 1995

Please be advised that under Texas Law, names and other information concerning applicants or nominees may be subject to disclosure upon request.

Affirmative Action/Equal Opportunity Employer
Committed to Diversity



Contra Costa Diablo Valley Los Medanos

CONTRA COSTA COMMUNITY COLLEGE DISTRICT

TEACHING POSITIONS

Tenure Track for Fall 1995

Closing dates vary: please call immediately

CONTRA COSTA COLLEGE

(510) 236-2372

- ART
- CHEMISTRY
- TELEVISION
- NURSING

DIABLO VALLEY COLLEGE

(510) 685-1230 ext. 1929

- ENGLISH (2)
- HISTORY (2)
- FAMILY LIFE
- MUSIC
- HEALTH/NUTRITION
- PHYSICS

LOS MEDANOS COLLEGE

(510) 439-2185

- BIOLOGY - ext. 807
- CHILD DEVEL - ext. 805
- BUSINESS/MANAGEMENT - ext. 803
- P.E./COACH - ext. 806

Director Institute for Advanced Studies in Biological Process Technology University of Minnesota

The University of Minnesota seeks a Director for the Institute for Advanced Studies in Biological Studies (BPTI). This interdisciplinary research center consists of faculty members from the College of Biological Sciences, the College of Agriculture, The Institute of Technology and the Medical School, and includes a fermentation pilot facility to carry out a wide range of bioprocess scale-up research. BPTI draws students through excellent graduate programs in Microbiology, Biochemistry, Molecular, Cell and Developmental Biology and Genetics, Chemical Engineering and other related disciplines. The Director established the mission and vision of the Institute, manages the budget and interacts with the biotechnical industry as part of the University's outreach mission. The Director will lead a research program individually and will stimulate collaborative research in the multidisciplinary environment of BPTI. The Institute reports to the University Administration through the Dean of the College of Biological Sciences. The ideal candidate for Director will have a distinguished professional record with substantial experience in research or research management. The Director should be experienced in working at the interface between biology and engineering and capable of stimulating collaboration and interaction across this spectrum of fields. Appointment will be at the full Professor level. Send applications with resume and a list of at least three references by March 15, 1995 to Professor Matthew Tirrell, Chair, BPTI Search Committee, Department of Chemical Engineering and Materials Science, University of Minnesota, 421 Washington Avenue S.E., Minneapolis MN 55455.

The University of Minnesota is an equal opportunity educator and employer.

When Equitists Lead A Department ...

Suppose you're stuck in a department where the good old boys run everything. If you disagree, they treat you as if you're painted plaid. To stay sane, you daydream about what would be different if the department were run by and for everyone.

FLASH! Fate moves you to a new department in a new school, where your wishes come true.

It happened to Leslie Carlson.

A clinical social worker and feminist therapist, Carlson is assistant professor at Southwestern College KS, who presented at the 8th annual Women In Higher Education conference sponsored by the University of Texas - El Paso in January.

Chaos Theory

As Carlson explains, a few years ago her current school came close to not being accredited. The experience forced them to look at how things were done, including the tenure process. The new systems that they created emphasized many of the issues she'd thought about earlier.

For many male faculty who'd been there forever, "their worlds were turned upside down!" Uncomfortable with the new system, many of them retired. And for Carlson, opportunity knocked.

A Pipe Dream Comes True

Developing her fantasy of what life could be like "freed up all kinds of energy for me," she says.

Specific values and principles of feminism guide Carlson's and Southwestern College's idea of academic governance. Chief among them is the importance of egalitarian relationships, shared power and equal opportunities for all.

She emphasizes the need for a division of labor that encourages everyone to develop many skills, as opposed to promoting narrow specialization.

Carlson believes developing a systemic/political world view is also very important because, whether you like it or not, politics happen. And it's better to have some influence than to be reactive.

She highly values interdependence and reciprocity, and using both rational and non-rational sources of knowledge. Traditional higher education emphasizes autonomy and rational behavior.

And she assumes that all beliefs and behaviors are value-laden: nothing is done neutrally.

Structure Supports Symmetry

Carlson suggests new organizational structures that flow logically from these values and principles. As she envisions it, equitists create a structure that deliberately reduces the power differential between faculty members, faculty and staff, and faculty and students. For example, titles such as "department head" become "representative."

This structure emphasizes building personal strengths and assets, and continuously learning.

It's adaptable. Roles and responsibilities in the department are renegotiated as needed, creating a responsive system with equal opportunities for all.

Once organizational structures are in place, the processes are next. Processes define the procedures, norms and expectations for interactions between members. They answer the question "why are we

doing it this way?" This question not often asked in higher education, where a structured approach to leadership is rare.

Elements to Build a Better Department

Feminist principles suggest certain processes. In a good department, consensus in decision-making is of primary importance. For this to be successful, department members must clearly decide *beforehand* what *cannot* be achieved by consensus.

In addition, win-win solutions have the highest priority. In most schools, faculty and administrators see themselves in warring camps. Suggesting "common ground" is considered "selling out."

Second, members acknowledge that they have emotions and their emotions affect what they do. In academe, everybody is "in their head" most of the time anyway. But emotions, which are always present though unacknowledged, tend to come out indirectly in damaging ways. So the equitist department values honest, expressive behaviors.

Third, the processes encourage unity and community, as well as balance in life. "While we do a good job of developing a sense of community for students," says Carlson, "we often neglect the need for community among academics as well." Processes that help include those that encourage collaborative relationships, minimize competition and encourage people to talk to each other.

"In academe," notes Carlson, "we tend to be workaholics and expect others to be the same, at high personal costs." Supporting the pursuit of other aspects of life helps develop community.

Fourth, good processes exist that help us to understand how other systems affect the department, and how to act on this knowledge. This can mean using systems analysis to understand the impact of the campus hierarchy on the department. It may call for discussion and analysis of individual and departmental behaviors in terms of their political implications. And it means that members of the department must acquire the skills to change the larger system.

All of these allow the members of an equitable department to develop a sense of both personal and political power.

Finally, processes in place keep us checking up on ourselves, examining beliefs and actions for their values base. (Why are we here?) And helping us question tradition. (Why are we doing this? Do we want to keep doing it or design something new?)

Obviously, fate played a role in Carlson finding her dream. But without a strong sense of what she wanted, and a sense of whether it could happen where she was, she would have been unable to recognize the opportunity when it presented itself.

Carlson advises women in higher education to ask themselves, "Where do I want to put my energy?" And for, "Those of you who are struggling, let me remind you that there are others out there." She refers to both others who are struggling and other systems that aren't as resistant to change as was her former school. ■

DJ

Standardized Tests: Whose Standard Is It?

Most students encounter standardized tests at several points in their college careers: admissions, scholarship and athletic eligibility, course placement, graduate school admissions.

But are standardized tests really the gender-blind, color-blind, level playing field their proponents claim? Or are they just another way of judging women by men's standards?

Surprise: Gender Gap Grows

Since 1972, boys have outscored girls on the granddaddy of standardized tests, the SAT. In 1993, boys averaged a record eight points more on the verbal component and 45 points more on the math component, although girls' high school GPAs surpassed boys' by a record .14 that same year.

Revamping the SAT in 1994 narrowed the gender gap slightly, to a total 45 point difference.

"Women at all family income and parental education levels and in every ethnic group score lower than men from the same background and group," says researcher Phyllis Rosser, Center for Women Policy Studies. In fact, the girls with the best grades score farthest below their male peers.

A 1988 study by the College Entrance Examination Board, which oversees the test, had similar results: adjusting scores for parental income, ethnicity, high school course work and proposed college major widened the gender gap for both math and verbal scores.

SAT Stands for Sexist And Trivial?

The SAT, a three-hour multiple choice test usually taken in 12th grade, has math and verbal sections, with a maximum score of 800 per section.

A lot rides on the score. High scores on the SAT (formerly the Scholastic Aptitude Test, now renamed *Assessment Test*) and the PSAT (Preliminary SAT, taken in 11th grade) can qualify students for scholarships and gifted-and-talented programs, and exempt them from introductory college courses, as well as easing their acceptance at selective colleges.

Defenders say the tests are the only way colleges can compare applicants on a national basis.

Critics say the tests only measure "how quickly you can choose among four or five answers without thinking deeply about any of them," and not such key college and life skills as writing ability, strategic reasoning, persistence or creativity.

Bob Schaefer, representative of FairTest, a watchdog group opposing standardized tests, says the tests reward "brash white males" who guess a lot, give superficial answers and rush through the tests without taking time to check their answers.

FairTest notes that the 30% of schools that admit all applicants don't need scores, yet some require them anyway to maintain an "aura of selectivity."

Athletic Inequities

Scores determine not only students' choice of colleges, but also their eligibility to play on varsity teams and receive athletic scholarships — for many minority students the only hope for financial aid.

One Woman's Experience:

High Scores Can Be a Trap, Too

I've always tested well, excelling on time-limited, high-pressure settings and multiple choice formats. This might sound like a blessing, but in the case of my secondary school math career, it was just the opposite.

My excellent standardized test scores placed me in the accelerated math curriculum in junior high and high school, where I failed miserably. It's not that I was innately weak at math, but I was definitely not a whiz-kid. Mathematical patterns were not intuitive to me, and the formulas seemed about as logical as a magic incantation: hard to memorize, and even harder to know when, or which one, to use.

Once proofs and derivations were given along with the formulas and theorems, revealing their internal logic, I did better, but math was always a struggle.

Unfortunately, in the accelerated classes, the teachers expected — and dedicated their teaching to — the whiz kids, not the strugglers like me. So despite my brilliant scores on various state and national tests, I got C's, D's and worse.

Finally, in my junior year I realized those low grades would compromise my college options. I had to do something, so I voluntarily stepped off the accelerated track and enrolled in "dummy trig," which moved more slowly, covering only 2/3 of the material of the regular trigonometry course. It was the smartest thing I ever did in math. I stayed near the top of the class that year and the next, in pre-calculus. Better yet, I actually understood the work as we went along — and I even began to like it!

Clearly I have some aptitude for math, just not the classic type of intuitive genius expected by the advanced placement teachers. If only someone had looked more closely at my classroom performance, instead of just my test scores, I might have avoided the four years of math hell in grades 7-10, which soured me permanently on the hard sciences.

JH

The NCAA's rigid SAT-score cutoffs already deny athletic and enrollment opportunities disproportionately to women and minority athletes, and the NCAA plans to tighten the restrictions under the guise of "raising standards," though its own research shows the cut-off excludes many otherwise qualified athletes who fit the profile of a successful college student, according to FairTest.

Even the Educational Testing Service (ETS), which administers the SAT and other standardized admissions tests, has expressed "serious concerns" about the NCAA's use of fixed cut-offs, and the negative impact on minorities and women.

What Do the Scores Mean?

The stated purpose of the SAT is to predict a student's academic success the first year of college. Test scores do correlate with classroom success in both high school and college, but the margin of error is very broad: 113 points for verbal and 125 points for math in 1993.

High school GPA is a slightly more accurate predictor of first year college success than the SAT,

but taken together the two measures are more accurate than either alone, say the testmakers.

The problem, say critics, is that girls' lower SAT scores consistently *underpredict* their college performance, suggesting the test does not correctly measure the ingredients necessary for college success. The undisputed facts are that girls get slightly better high school and college grades in *all* fields, but they get lower SAT scores.

Why Do White Boys Score Best?

Theories abound, but the three strongest are:

- **Test content:** The SAT uses contexts and terms more familiar to boys, like military or sports.

Although reviews cut some questions that favor one gender, many male-oriented questions simply slow girls down, rather than stumping them completely, lowering their score overall but not necessarily on the troublesome question.

In the 1950s, when more questions were from humanities and literature, girls got higher verbal and lower math scores than boys. That led the ETS to do "content balancing," by drawing from a broader variety of fields. But only the *verbal* section was adjusted, which actually helped boys' scores.

"When girls show the superior performance, 'balancing' is required; when boys show the superior performance, no adjustment is necessary" critic Carol Dwyer noted in 1976. Due to the ETS "balancing," girls' verbal scores gradually dropped below boys'.

- **Test format:** Females do better on questions requiring written answers or essays, shades of meaning and complex thinking, say researchers, while boys do better on timed, multiple choice formats that reward guessing, a risk they are more likely to take. If so, SAT scores reflect test-taking skills and comfort as much as college preparation or intelligence.

A 1989 ETS study found that including an essay would have reduced the underprediction of women's grades, but the College Board cited the added expense to be passed on to students, and that colleges have their own application essays.

- **Gender socialization:** Girls, especially teens, have less intellectual confidence and receive less encouragement and attention from teachers.

With lower expectations, girls' math and verbal scores naturally are lower, and declining, on nearly all standardized tests, not just entrance exams.

Life Without the SAT

Concern over these issues has prompted many schools to stop using score cut-offs as qualifiers for admission, financial aid or accelerated programs. Nearly 200 schools don't use test scores at all in admissions decisions, including Bowdoin, Antioch and the Universities of Arkansas and Maryland.

MIT adjusted ratings of male and female applicants when the admissions office realized the SAT was underpredicting women's performance.

As a result, more women now attend MIT, where they receive the same grades as men despite 50-point lower SAT scores, and "are more likely to graduate on time," says MIT associate director of admissions

Conduct a Self-Examination

Admissions people concerned about inequities can check how test scores are used on their campus:

- Are cut-offs used to exclude applicants, in violation of the College Entrance Exam Board's own guidelines?
- Are SAT or ACT scores part of a formula or index used to rate applicants?
- Has an up-to-date validity study, preferably by an independent researcher, confirmed the value and appropriateness of test score use? In other words, if SAT scores affect only 5% of admissions decisions, should they be 25% of the formula? Or even used at all?
- Is using a coaching program factored in?
- How do the gender and race breakdowns of admitted students compare to the applicant pool?
- Do test scores limit schools seeking diversity?

Marilee Jones.

At Bates College ME, five years of SAT-optional admissions produced "very gratifying results," including an increase in women and minorities and no significant reduction in GPA or retention rate among nonsubmitters. "The students seemed to be right when they told us they are simply better students than these tests would suggest," says the dean of admissions. All admissions tests are now optional at Bates.

The Bottom Line

If colleges rather than students paid for the SAT, they'd quickly do a cost-benefit analysis of the exam, says FairTest. ETS conducts validity studies for colleges on request, but FairTest questions its impartiality: It's "like asking General Motors to tell you which brand of car to buy."

Data from 15,000 college applicants show that SAT scores changed only 6.8% of admissions decisions, and produced no significant difference in freshman grade point average or graduation rate.

What the SAT scores did result in was "admitting more applicants who say they want to be engineering majors, and fewer who say they want to be education, human resources, nursing, and physical education majors" as well as "significantly fewer women and blacks," according to Keller, Crouse and Trusheim, reporting in *Research in Higher Education*, April 1994.

In addition to supporting the test industry, the tests created a \$50 million per year test coaching industry. Despite claims that the tests measure only long-term knowledge, coaching can raise students' scores by hundreds of points, handicapping those who can't afford the \$500 coaching programs.

"The SAT was meant only to predict a student's chances of getting at least a C average freshman year, but it's become a tool for admissions to turn people down.... It shouldn't be the major barrier," Jones says. 

JH

—Writer Jennifer Hirsch has a father and brother who are math professors. She majored in English and creative writing at Stanford University, where she took no math.

Summer at Bryn Mawr: Boot Camp for Women Administrators

by Debra A. Lelewer, Chair, Computer Science Department
California State Polytechnic University-Pomona

If you're ready for a transformation of your views and insights on your own career, your campus and higher education as a whole, consider attending the HERS summer institute for women in higher education administration.

Not only does the month-long institute cover everything from how to deal with the press to what your benefits package should include, but sessions build a lasting self-confidence and camaraderie.

Participating in the 1994 session profoundly affected all 77 of us. Although each of us had arrived at our current position via a different path, each drew on her own and others' life experiences to evaluate both past and future career paths.

Homework Before the First Class!

Our work began even before we left home. We were assigned to interview the key players on our campus, including the president, provost, chief financial officer and directors of both the women's studies department and the women's center.

Suggested questions included: "What do you think are the important issues on campus?" and "If the campus were facing a financial crisis, what would be your response?" Scheduled for just half an hour, the interviews usually lasted much longer, giving us a rare opportunity to talk one-on-one with the movers and shakers on our campuses.

Although I had met many of these people on my campus before, I had not encountered some. Imagine my surprise when the chief financial officer on my own campus was *not* who I'd thought it was!

Summer at Bryn Mawr

For those of us who had not experienced life at a small, liberal arts college, much less at a women's college, the institute was transformational. Our confidence in our own abilities and potentials grew exponentially. "I can do that!" and "We can do that!" became slogans for us at the 1994 institute.

Cynthia Secor, institute director and one of the faculty members, paid a great compliment to us fledgling administrators who were considering moving up in the ranks: "When there's a problem, you all just jump in and solve it!"

The Formal Curriculum

Our month in the idyllic Pennsylvania setting was no vacation, as we had to learn a *huge* amount of information. The dozens of topics included the crisis in higher education – threats, impending change and possible administrative reactions – how to read a financial statement, environmental health and safety, strategic planning, management and leadership, public speaking, budgeting and managing change. Our daily assignments required more reading than any human could possibly do.

The weekday "boot camp" schedule included

classes for eight hours. There were classes on half of the evenings, as well as on Saturday mornings.

"Cocktail hour" was a cruel joke. After a quick workout at the gym, shower and some reading for class, there was barely time to get to dinner!

The Informal Curriculum

Planners did build in time for flexibility; extra sessions covered topics we expressed an interest in, either by formal request or faculty observations.

Everybody got a chance to join the special sessions, and those who wanted to be on the panel submitted a half page summary of what they could add to the discussion of the topic.

In a session on "Taking the Institute Home," participants shared concrete suggestions on how to carry what they'd learned back to their own home campuses. One woman left determined to apply for a new position, and another planned to make very sure her boss noticed her contributions to a key project.

Each of us developed her own concrete action plan for what to do with what we'd learned.

The Little Things

Although some of what we learned could have come from a

book, much came from the mouths of women who had been there. For example, conventional wisdom says that only faculty members can aspire to be president of a college or university.

Not so, demonstrated Marvalene Hughes, an institute leader who was on her way to accept a presidency at Cal State-Stanislaus. A non-academic, she had discovered that to be a president, one must be *accepted* by the faculty. For her, that meant *acting* like a faculty member, including doing research.

Group camaraderie and personal consideration came through repeatedly. One faculty member helped a participant negotiate a benefits package for a new job she had been offered.

Although most of us had flown in, locals opened their homes to the group on two occasions and suggested things to do in the area. Those who had driven to Bryn Mawr organized sightseeing expeditions, canvassing the group to fill their cars with as many women as possible, with special efforts to include participants from South Africa and Guam.

Each of us gained tremendous professional benefits from the network of colleagues committed to advancing women leaders in higher education.

By acknowledging and capitalizing on the leadership potential of women on their own campuses, such as those of us who attended the 1994 boot camp at Bryn Mawr, top administrators can bring tremendous advantages to their campuses and to higher education as a whole. ▀

PD

For details on the 1995 HERS summer institute set for June 25 - July 21, contact Betsy Metzger at (303) 871-6866 or FAX at (303) 871-6897. Applications are due April 3.

RESEARCH BRIEFS

Women on Campus: Professional Time Jugglers

Most female workers are mothers who must integrate the complex and often contradictory demands of their household and their job, notes Melody Hessing, researcher at Douglas College, British Columbia.

Their dilemmas are not strictly personal; as a large part of the workforce, what women must deal with affects the market, the boardroom and the campus.

Hessing studied how campus women deal with responsibilities of a household and a job in terms of the *process*. She found that women hold the primary responsibility for most of the mental work: assessing the tasks to be done, setting the standards, distributing tasks and overseeing the completion of work.

In contrast, men usually handle individual, finite tasks, which can be done in discrete blocks of time. This "asymmetrical use of time" has broad implications for women competing in the workforce.

In a study involving women who worked in clerical and office positions at a college, Hessing determined that as timekeepers, women use three basic strategies to manage the multiple demands on them in order to integrate their two worlds and coordinate their activities with those of their family.

- In *manipulating time*, women compress their household duties into the time available to them, getting up early and staying up late to complete chores.

- In *routinizing* who does which tasks and when, they create a sense of normalcy for their households, as well as contributing to efficiency and order.

- Through *synchronization*, planning for transportation, supervision, and coordination – often by phone or written mes-

sages – women facilitate the lives of those in their family groups.

How do women manage all this? Personal negotiations with coworkers and supervisors help them reshape schedules, and the frequent inflexibility of her work day gives a formal reason for delegating tasks to a spouse. But basically, notes Hessing, women are creative and accomplished at "orchestrating office, household, and personal activities."

One respondent said "You just have to wing it. You have to be ready, and to go with the flow."

Hessing reports that although "the relation between women's work in the labor force and the household has been pivotal to their social and economic subordination," the analysis of time as a resource had not been considered as a major part of the equation.

– *Sociological Perspectives*, Winter 1994.

Date Rape: More OK If There's an "Attachment"

Researchers surveyed 2,540 students entering a large, public university to determine if the nature of the relationship between the aggressor and victim of date rape would influence students' attitudes towards the victim and/or the aggressor.

In the "Attachment Scenario," aggressor and victim had dated for several years and were considering marriage. In the "Friends Scenario" they were casual friends. In both instances, both male and female students found the behavior of the aggressor to be very "inexcusable" and that of the victim to be "excusable."

In the "Attachment Scenario," however, males rated the aggressor's behavior as more excusable and the victim's as less excusable than did females.

Paradoxically, then, a more intimate relationship, which one would expect to be the most safe

and protective, may actually decrease the safety of a woman, as she "loses" her right to refuse her partner's sexual advances.

The researchers cite other studies showing that lovers ascribe the same attributes to their beloveds as do young children to their parents, considering them to be a stronger, wiser, protective other. As the attachment figure, the aggressor in the "Attachment Scenario" has the expectation of superiority, the victim "is given less right to refuse the aggressor."

The data leads the researchers to see support for the idea that in moral development, males tend to make judgments based on set expectations and rules. In contrast, females tend to make judgments based on relational effects.

– *Social Behavior and Personality*, Vol. 22, No. 4, 1994.

Minority Women Faculty: Incorporation or Alienation?

Women faculty often perceive the academic community as "cold and unwelcoming," and see themselves as "outsiders" and "tokens."

For minority women faculty, the academic world is even more dismal and alienating. What can a campus do to improve its real or perceived environment?

To help minority faculty women better identify with their campus community, higher education institutions need to support and encourage them to:

- Gain promotions, to achieve professional growth;
- Meet each other and exchange ideas;
- Gain leadership opportunities.
- Join planning committees that address various campus concerns, not just the ones that affect minorities.

Incorporating minority women faculty – and this works for women faculty in general – into the life of the college or university will help reduce their feelings of alienation.

– *Initiatives*, Fall 1994.

THE LAST LAUGH

What They Say About Administrators

Scientists Discover New Element

From the Internet, via dozens of universities including Harvard, Wisconsin, Cal State-Chico, Christchurch in New Zealand, Idaho and LSU. Original source unknown.

The heaviest element known to science was recently discovered by investigators at a major US research university. The element, tentatively named "administratium," has no protons or electrons and thus has an atomic number of 0.

However, it does have one neuron, 25 assistant neurons, 76 vice neurons and 111 assistant vice neurons, which give it an atomic mass of 212. These 212 particles are held together by a force that involves the continuous exchange of meson-like particles called morons.

Since it has no electrons, administratium is inert. However, it can be detected chemically as it impedes every reaction it comes in contact with. According to researchers, a minute amount of administratium causes one reaction that normally would occur in less than a second to take more than four days to complete.

Administratium has a normal half-life of three years, at which time it does not decay, but instead undergoes a reorganization in which assistant neutrons, vice neutrons and assistant vice neutrons exchange places. One study shows that the mass actually increases after each reorganization.

Research at other laboratories indicates that administratium occurs naturally in the atmosphere. It tends to concentrate at certain points, such as government agencies, large corporations and universities. It can usually be found in the newest, best appointed and best maintained buildings.

Scientists point out that administratium is known to be toxic at any level of concentration and when it is allowed to accumulate, it can easily destroy a productive reaction. Research is now underway to determine how administratium can be controlled to prevent irreversible damage. To date, results have not been promising.

Changes, Changes

January 9 was a watershed day at WIHE. Upon our return from the San Francisco conference on Women in Higher Education, we learned that two key contributors to the success of the newsletter had decided to move into the corporate scene.

Marketing director Carol Edds and premiere writer Jennifer Hirsch are bringing their considerable skills to large local corporations, joining the 8-5 world of pantyhose and day planners. We predict their great success, and bless them for their past contributions to WIHE.

And Career Connections head Chris Carman has been wanting to devote more time to getting a B.A. degree and to a profitable entrepreneurship.

"The Chinese symbol for change is made of those for danger and opportunity," according to former NASA astronaut Mae Jemison, and we are taking the opportunity to rearrange duties here.

Pat Dyjak, copy editor under the pseudonym of Pat Dijill, will assume many of the editorial duties. Formerly a student, research assistant, faculty member and administrator, she recently edited three newsletters for campus administrators at neighboring Magna Publications. Pat brings a strong understanding of the higher education environment and support for women and a nice smile, as well as many contacts in academe.

Mary Zenke, a grad student at the University of Wisconsin with experience in telemarketing, will handle the Career Connections section. With her time and energies, we hope to greatly expand the monthly selection of jobs available for readers.

Of course, change also brings the opportunity for new and interesting mistakes, but time will tell.

WIHE Soon Available from ERIC

Several readers have requested it, and soon WIHE will be available from the U.S. Department of Education's Educational Resources Information Center (ERIC) through their annual index and database. "We feel the newsletter will make a valuable contribution to the higher education literature," ERIC editors note.

For details, contact ERIC at (202) 296-2597.

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MDW

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WOMEN

IN HIGHER EDUCATION

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Education Leaders Continue to Support Affirmative Action

Despite being the target of pot shots from newly empowered conservative politicians, affirmative action continues to receive support from a wide variety of leaders across the country.

The newly elected chairman of the prestigious American Council on Education, Franklyn G. Jenifer, said, "We live in a society in which race is a major factor, and in which racial prejudices have placed many members of the minority in conditions without hope. Since race created the problem, it has to be part of the solution." Jenifer is president of the University of Texas at Dallas, and a botanist.

The American Association of University Professors, which first endorsed affirmative action in higher education in 1973, last month voted to reaffirm its endorsement.

California: Land of Fruits & Nuts

In California, an initiative supporters hope to get on the ballot next spring would outlaw preferences for women and minorities in state contracts, hiring and higher education admissions.

University of California Regent Ward Connerly, a black businessman who rejects the notion that college enrollments should reflect the ethnic make up of the state, is a leading critic of affirmative action. He's considered a mouthpiece for Republican Gov. Pete Wilson, whose previously firm stance in favor of affirmative action has eroded with California voters' lean to the right.

UCLA Chancellor Charles E. Young recently ignited some hot buttons when he suggested in an interview that affirmative action just might be a good defense to prevent violence.

When some called for Young's resignation over his remark, to his rescue came UC-Berkeley's chancellor Chan-Lin Tien, who reaffirmed his support of affirmative action, calling it "morally sound" and "educationally prudent."

Clinton Feels Vulnerable

Telegraphing their plans to make affirmative action an issue in the 1996 presidential election, Republicans have caused President Clinton to order a review of the effects of affirmative action and to re-evaluate his policy on it in the near future.

Although the review may produce some fine-tuning of current affirmative action policies, most of its programs will be preserved, according to White

Is it Affirmative Action?

To assure that affirmative action/diversity programs on your campus are likely to pass today's scrutiny, consider whether they:

- Level the playing field, not unfairly tilt it.
- Help the disadvantaged meet the standards, not lower the standards for some.
- Assess the specific skills needed to perform in the job, not rely on classist credentials.
- Encourage wide-ranging public recruitment of applicants, not relying on word-of-mouth.

House Chief of Staff Leon Panetta: "The President has made it very clear that this is not a time when we ought to be talking about moving backward."

To Define is to Win

What exactly is affirmative action? Having evolved over time, its current definition is what causes disagreement.

Is it preferential treatment for just about anyone except healthy white males? Does it prevent white males from getting in certain university programs, scholarships, professional jobs, government contracts? Does it mean lower standards, with less qualified minorities getting a boost? Does it mean quotas and "thou shalt" requirements?

No, assert its proponents. Affirmative action is just a way to assure fairness in hiring, admissions, contracts and scholarships. It tries to level the playing field, combating the good old boys' network and the human tendency to prefer to work-study-hire-contract-promote someone like yourself.

Given 200 years of Americans acting on this preference, it's no wonder that the playing fields are not level, and fewer women and minorities are in positions high in power, prestige and pay.

The Pendulum Swings

Over the years, affirmative action has been redefined in some circles to include set-asides, where a certain percentage of jobs-admission slots-scholarships have been reserved for members of underrepresented groups.

Notes *The Wall Street Journal* (February 21, 1995): In sum, the California ferment stems from a bid to reclaim affirmative action's original standing: It is a way to boost those who

need help competing on what is, at the point of competition, a level field. It's an attempt to pull the idea back from its current emphasis on institutional mandates and return the focus to where it belongs—on individual achievement.

In its pure form, affirmative action involves positive forces to create equal opportunities for all.

It means setting up training programs to help the disadvantaged to meet the standards, not lowering the requirements for a job.

It means evaluating what skills and abilities are needed to do the job, not what memberships and class distinctions are most likely to produce clones that will think and act to perpetuate the status quo.

It means conducting major public recruiting, not just relying on the grapevine and word-of-mouth to find students and employees similar to those already on board.

A Question of Balance

Caught in the muddle are Republicans like Senate Majority Leader Bob Dole of Kansas, who has been attacking affirmative action recently as he postures for a presidential run in 1996, yet must confront his past record in supporting it.

Elizabeth Dole, his wife, pushed hard for creation of a Glass Ceiling Commission as secretary of labor under former President Bush. Four years ago, Bob Dole sponsored legislation creating the commission, which annually recognizes companies that bring women and minorities onto their boards with a citation called the Perkins-Dole Award.

Dole says he favors "remedying proven past discrimination" and "recruitment of qualified minorities and women to give them an opportunity to compete without guaranteeing the results."

But he draws the line at "quotas, set-asides and other preferences that favor individuals simply because they happen to belong to certain groups ..."

Not so fast, responds Wade Henderson, lobbyist for the NAACP. "Surely the senator who gave us the Glass Ceiling Commission would not now turn a blind eye to the evidence that suggests affirmative action is still necessary."

Kutztown University Affirmative Action officer Shirleen Dixon says, "A lot of white males are fed up with the perceived stereotypes of what affirmative action is all about. We need to educate our faculty and staff and congress that affirmative action is not a quota but an equity issue, and it's still needed to remedy inequities."

Doing What's Right

Rightly or wrongly, academe has long enjoyed a public image of status and prestige that puts it above day-to-day politics. Having embraced affirmative action as a natural extension of the provisions for equal opportunities, it is unlikely that the academy will stop doing what is right, and what contributes to its success in recruiting and retaining its customers (students) because the winds that blow in Washing-

ton are coming from the west.

Rather, responsible leaders in higher education recognize that diversity, the fruits of affirmative action, have created an improved environment on campus. No matter what the laws say, academe is likely to continue its support of affirmative action. ▀

Based on information from *The Wall Street Journal* (February 21, 1995), the *New York Times* (March 18, 1995), *The Chronicle of Higher Education* (March 17, 1995), *The Wisconsin State Journal* (March 17, 1995) and *Business Ethics* (March/April 1995)

Creating Change to Help Women? Tell it to the ACE-AAC Campus Project

Interested in the role of *women's commissions* on campus, researchers at the Office of Women in Higher Education at the American Council on Education and the Association of American Colleges and Universities need your help.

Take a few minutes to give them your first impressions on each of these questions.

1. What are *hot issues* for women on your campus?
2. What does it take to *create change* on campus?
3. What *structures* exist on your campus that advocate for women? (women's commission, women's center, staff working on women's issues, women's studies?)

– How effective have they been?

– Who are they primarily designed to serve? (administrators, faculty, support staff, students?)

Researchers need the name of your institution, but you don't have to tell them your name. If you want to tell them more about it, then you'll need to include your name, address and phone number.

Respond via e-mail to eperl@umdacc.umd.edu

Or mail to: Project on Women's Commissions, Office of Women in Higher Education, ACE, One Dupont Circle, Washington DC 20036. ▀

WOMEN IN HIGHER EDUCATION

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MSU Women Protest AD's Resignation

Merrily Dean Baker, the second female athletic director at a major university with football and the first at a Big Ten school, resigned from her position at Michigan State University in February.

Two weeks later, more than 200 women who work, study and teach at MSU held a three-hour teach-in to protest the treatment of women on campus. They dedicated it to Baker.

Some say the writing was on the wall for Baker from day one, when MSU President John DiBiaggio left the university immediately after hiring her. Although she was brought in to lead MSU to gender equity in athletics, the goal was not necessarily shared by the football coaches, the board of trustees or the new president.

For three years, Baker worked in a climate one reporter described as having "the combined ambience of the Hatfield-McCoy neighborhood and a junior high locker room." Despite charges that the old boys network was gunning for her at every turn, she declined to return their fire.

Let the Punishment Fit the Crime

At Augustana College, a small, private college in Sioux Falls SD, some male students were "being very hateful toward women," using degrading and abusive language. First, the college made sure the men offenders and their women targets were not in the same classes, moving the men if necessary.

In addition, says Tracy Riddle, associate dean for students, "We wanted to respond in an educational way for each specific incident," so each male student received an appropriate punishment.

One male student athlete's sanctions: no visits to women's floors of the residence hall, donating either 40 hours of community service or \$200 to the local rape/domestic violence shelter, and reading and researching the verbal abuse of women.

At Last: Varsity Hockey in the Midwest

While universities like Minnesota, Wisconsin, Illinois and Colorado sponsor men's varsity hockey and keep their women playing at the club level, Augsburg College in Minneapolis last month became the first school outside the East to sponsor varsity hockey for women. It has 3,000 students.

Women's hockey is growing in the midwest, where Minnesota's new state high school league had 24 teams this year and expects 40 next year.

In USA Hockey's central district, 16 teams including those from the universities of Illinois and Wisconsin, and Lake Forest College formed a new league this year. Next year 25 teams will compete.

Despite the tremendous growth in women's hockey, the University of Wisconsin athletic board last year voted to add women's lacrosse as a new sport, because hockey for women is too expensive. The board will review its decision in May.

Center for Academic Ethics Focuses on Gender Bias in the Cal U System

Burned by gender bias and retaliation in the University of California system, a former post-doc who won a \$183,000 judgment against the system in 1993 is creating a center to help faculty women.

Rickey Hendricks, a post-doc at the UC-San Francisco School of Medicine interested in the social history of health care, plans to archive documents of about 15 other UC women's gender bias lawsuits. Eventually she expects the center to sponsor research on the cultural and social roots of academic discrimination, and conduct workshops on teaching.

Reach her at (415) 381-0311, FAX (415) 381-0377.

More Women Athletes, NCAA Reports

For the fourth straight year, the number of women athletes grew on college campuses last year, according to the NCAA. While women still are less than 36% of varsity collegiate athletes compared to men, women's increase of 5.7% to 105,532 was more than the 1.4% growth for males to 189,642.

If growth trends continue, it will take 15 years for women athletes to equal men participants.

Anita Hill's "Resignation" is Premature

Despite Associated Press reports in March that Anita Hill has resigned as law professor at the University of Oklahoma, "The University has not received any notice from Anita Hill that she is planning to resign," says a University spokesman.

Hill is on leave from the university while she writes two books dealing with sexual harassment. Her 1991 testimony of sexual harassment by the now Supreme Court Justice Clarence Thomas led to widespread acknowledgment of the problem.

Maybe it was wishful thinking, when the dean of the law school sent an inter-department memo speculating as to what Hill's plans might be.

This led some people to believe Hill had resigned, including state representative Leonard Sullivan, who called Hill "a cancerous growth" whose presence reduces alumni donations.

Women & Science Conference Set

If you believe science is neutral and objective, get set for a jolt if you attend a University of Minnesota conference on Women, Gender and Science scheduled for May 12-14 in Minneapolis.

About 90 presenters will discuss how a biased culture of science affects its practice and content, and how the under-representation of women in science affects its goals, methods and outcomes. For example, it wasn't until 1986 that scientists began using female animals for breast cancer research.

Sessions include: "Who Owns Science: How Works Reflect the Power Structures Within the Medical and Homebirth Communities," "African-American Women in Science: Where Are They?" and "Science in the Kitchen: Medical Discourse and Jewish Mothering in the 1930s."

The \$55 conference is a bargain for scientists,

administrators, scholars and policy-makers. For a brochure, call Susan Burke at (612) 625-3530.

Light Filler That Wasn't Funny

Working long and hard on a sensitive article, Magdalen Braden, law student and editor of the University of Pennsylvania's *Penn Law Forum* newspaper, sought a short filler for page two.

What she grabbed was a list of crude, sexual things students had *not* seen Associate Dean Heidi Hurd, the law school's top woman administrator, do at a party. "I didn't read it carefully," she admits, "or consider how tasteless and sexist it was."

The offending *Forum* came out February 15. By evening, Braden had removed all remaining copies of the paper and reprinted the whole issue without the list. She also sent personal letters of apology to Dean Hurd and to the dean of the law school.

But 23 faculty members were not appeased, calling for the paper's 15 writers and editors to either resign or disavow the article.

Braden sympathizes with the faculty in its solidarity for their woman colleague, but feels she and they share guilt for the same sin: haste.

What article was so important that she didn't pay attention to the students' sexist list? One on the lack of faculty solidarity behind an emeritus law professor who was allowed to reapply for tenure, but was left out in the cold by his fellow faculty members.

Angela Davis: Activist to Professor

In the 1960s and 1970s, the name Angela Davis was synonymous with lawless activism for black, feminist and Communist causes.

Now professor of history of consciousness at the University of California-Santa Cruz, Davis won a three-year appointment to an endowed presidential chair for her "influential scholarly publications, as well as the breadth and excellence of her teaching." Objecting to her appointment is Republican California State Senator Bill Leonard, who wrote asking University of California system President Jack Peltason to revoke the promotion.

"Ms Davis has proven herself an anti-Semite and a racist throughout her life. Her promotion is an affront to liberal thought ..." Sen. Leonard wrote.

President Peltason stood by Davis, stating that, "Those criticizing her appointment are clearly not familiar with Professor Davis' work."

Internet List Serves Women Only

Women-Online is a list for women only, created to provide a forum for women, and to answer questions on how to use the Internet, from e-mail to gopher to commands for UNIX. Listmistress Amy T. Goodloe wants the list to be both a helpful place and a resource for women.

Goodloe says, "... women are vastly under-represented on the internet, due to a variety of societal pressures, and it is my aim to provide a service to help empower women to use the 'Net both for fun and for research, business, whatever The Internet is the power-tool of the future, and this is our chance to achieve gender equity early on!!"

To subscribe to Women-Online, send an e-mail address to: listserv@netcom.com with only these words in the body of your message: "subscribe women-online firstname lastname emailaddress"

Direct questions to Goodloe at: owner-women-online@netcom.com

Hold Everything!

With a change in Congressional power may come a wholesale change in rules affecting student aid, disclosures on gender equity in athletics and about 900 other federal regulations.

The House and the Senate are considering bills that would kill *all* new regulations issued between November 20, 1994 and December 31, 1995.

The National Association of Student Financial Aid Administrators says the act is "a broad brush approach without regard to community support or wishes," which will "hamstring the Education Department in its efforts to further simplify regulations ..." and do "more harm than good."

STAYING TUNED ...

CUNY President Davis Takes A Hike

Josephine D. Davis, president of CUNY's York College since 1991, took a leave of absence until June 30, and is then expected to resign as president.

Charged with financial mismanagement, Davis has accused critics of opposing her because she is black. She has been sent hate mail and rotten meat.

A tenured professor, Davis is expected to join a mathematics department on another campus, says *The Chronicle of Higher Education*, February 10, 1995.

Men Challenge Virginia Pay Equity

The AAUP has filed a friend of the court brief supporting the Virginia Commonwealth University in adjusting 172 women faculty's salaries, a move challenged in appeal court by five faculty men.

Claiming that "men and women are not equally productive," the five sought to reverse raises given to women faculty to bring them equity.

The court that will hear the case is the same one that recently invalidated the scholarship program for minority students at the University of Maryland. The AAUP hopes that the VCU pay plan will be approved, and will encourage other schools to adjust their faculty salaries for gender equity, according to *Academe* January/February 1995.

SUNY To Drop Four Teams for Equity

In an effort to bring the number of women athletes to about the proportion of women in the student body, the State University of New York at Albany will drop four varsity sports for next year.

Cut will be wrestling, men's tennis, and men's and women's swimming. Last year the school added women's golf and field hockey.

Athletes in the sports to be cut had filed a lawsuit last June, resulting in a state judge ordering the school not to cut the sports. But the athletic board decided to proceed with the cuts, according to *The Chronicle of Higher Education* of March 3, 1995.

PROFILE

Jane L. Jervis, President,
The Evergreen State University, Olympia WA



"It seems like nonsense to divide the social and residential student from the academic student."

Before becoming president of The Evergreen State University, a liberal arts college known for its innovative interdisciplinary curriculum, Jane Jervis had learned to value educating the whole student.

Her life has been a series of strategic career moves based on logic and educational reasons. "I've always looked at the person giving me the orders and said that I could do their jobs better than them," she reflects. Today, "I'm happy most days," she notes. It hasn't always been so.

Having graduated from Radcliffe in 1959, she worked as a technical writer, supporting her husband through med school and residency. In 1972 it was her turn, so with children aged eight and ten, she went back to Yale "for pure delight and enrichment of spirit. I did not go to grad school to have a career."

But her continuing academic pursuit was "the last straw," and she soon found herself a single parent. "By then, I was stubborn and decided that he owed me this," so she continued, receiving a PhD in medieval astronomy in 1978, at age 40.

Administrator by Accident

Jobs were scarce then, especially for medieval astronomers with two teenagers who didn't want to move across the country, so she took a Yale job that was half teaching and half administration.

"I was responsible for everything to do with student life in one of the 12 colleges, from career advice to breaking up fights to psychological counseling," she says. "I lived on campus for four years, having a tremendous influence on the lives of students. But I realized that the majority of my time was spent helping students cope with the ways in which the institution was hostile to them, and I had no influence on the policies I administered."

A turning point was her enrolling in the HERS weekend program at Wellesley College PA. As part of her "homework," she answered an ad for dean of students at Hamilton College NY.

At Hamilton, she says, "I went from a big school to a small school, and from being one of 12 student affairs administrators to being the chief. I kept looking over my shoulder to see whose decision it was ... and it was mine."

After six years at Hamilton, she came to realize that it didn't make any sense to divide the social and academic parts of a student's life, so began looking for a position that combined the two.

She found it at Bowdoin College in Maine, where she became dean of the college in 1988, responsible for students' academic and social lives. She even acted as president in the summer of 1990.

But a college of 1,300 students and 135 faculty in 31 departments seemed to her "a little crazy, with too many meetings becoming turf battles."

She sought escape from discipline squabbles, "an approach that divides the world up into little boxes that don't talk to each other, and never try to tie together what

the students were learning."

In 1992, "a friend recommended me to The Evergreen State College, and I jumped at it" she said, calling its interdisciplinary curriculum "a very powerful educational model." President there since 1992, Jane Jervis finds it a good match.

Advice on Advice

"I think a lot about what I do before I do it," Jervis says. "I get a lot of advice, including bad advice, but I just don't pay any attention to the bad." What about those who are miffed because their advice was solicited, then ignored?

"I tell them I asked for their advice, and I listened to it and weighed it along with others' and made my own decision," she explains.

Women Often "Over-credentialed"

At the HERS program, she found a "pervasive sense of inferiority over our credentials."

Jervis finds that, "Women frequently react to limitations on their opportunities by believing that their degrees are inadequate," when a degree is really only a

small part of the requirements.

Too many women believe that the next or a different degree would be the magic that would make everything all right, she says. They think, "If only I had a real academic degree rather than an MBA" or "What I really need is a PhD," but too often the lack of a certain degree becomes an excuse rather than the real impediment to their progress.

Jervis cautions women to concentrate on their present job instead of considering it a stepping stone to the next one. She learned that, "The best way to be successful is to be sure that the people doing the work are successful. Then *you* get the credit. They know how to do it better than I do, so I find out what they need to be able to do it better."

She fears that the career path role model encourages women to concentrate on the position rather than the task. "I've always thrown myself into what I'm doing now, being totally committed with all my heart and soul and energy," she notes.

"It's very dangerous to become self-important and concerned with the privilege instead of the work to be done," she says. "What I fear most about being president is coming to think that I deserve it." Those who do become "insufferable," she says.

Her Role Models

At Hamilton College, she learned how an institution works, thanks to the president's giving her access to the whole college and to virtually every meeting of interest. "I learned as much from people I disagreed with as from those whom I consider role models," she explains.

But her greatest influence has been her mother. "She's something of a tiger," Jervis says, noting that her own top job is "only what she expected of me." ■

What I fear most about being president is coming to think that I deserve it.

—Jane L. Jervis

Applying Ethics to Everyday Decision-Making

An ethical decision is one whose consequences do not cause unjust harm and respect the rights and dignity of all individuals, groups and other entities.

Ethical decision-making is a system of making better decisions that universalizes ethics and makes them accessible across the disciplines.

Although each of us has her own built-in values, it takes practice to incorporate them into both professional and personal everyday decisions, according to Veronica Alexander, who presented at the National Conference on Ethics in America at California State University-Long Beach in February.

"Instead of constructing elaborate systems for ethical conduct, like a code of ethics or a detailed policy on harassment," it's better to teach a method of decision-making that automatically results in socially responsible choices, no matter what context, she suggests, like the Ten Commandments.

Benefits of ethical decisions she lists are: being able to look yourself in the mirror, contributing to making the world a better place, and causing fewer negative reactions from those who are angry, bitter or resentful of what they consider unfair decisions.

"To make the world a better place," she says:

- "Ethical decisions must include *all* decisions," even those ordinary, everyday ones, instead of thinking of ethics as a separate category."

- "If we use ethical decision-making and have it widely available, we can trust others to do so too, resulting in a healthier environment."

- "Responsible people must speak up. We do so much damage because we don't want to step on other people's values. We pussy-foot all the time about things we know are clearly wrong."

She cited an experiment in which subjects heard calls of distress. When a "plant" in the audience said "It's none of our business" others ignored the calls for help, but when the "plant" suggested helping, everyone stood up to help.

- People must learn a simple method of applying ethics to decision-making, she says, or it will be ignored. It must be easy to learn, too, so that once people know how to use it for big decisions, they can automatically apply it for snap decisions.

Here are her steps for ethical decision-making:

1. **Identify the problem clearly and state the goal.** Often you can solve the problem right there, she advises. If the problem is that you hate your job, you need to identify *why* (colleagues, pay, climate, nature of it) and *where* you want to be.

2. **Research the facts.** Using information from books and people, get a handle on the situation. Because higher education is a hierarchy that discourages employees from going over their supervisor's head, even if their supervisor has no information on the issue, this part can be touchy.

3. **Identify all those who will be affected by the decision.** Asking someone for their advice "doesn't automatically mean putting someone else's opinion over yours," she cautions. Discuss the situation instead of ignoring it; you may even find ways to

make it work for both of you.

4. **List all alternative solutions.** Be creative.

5. **Evaluate each alternative.** Here's where ethics comes in, considering each of these factors:

- **Practicality.** Is it possible to do it, being flexible, imaginative and creative?

- **Harm.** To prevent mental or physical damage or injury is the most important aspect, she says. "To protect ourselves from guilt, most people refuse to acknowledge that our actions can cause harm, although most harm others out of fear, ignorance, oversight or carelessness, or being blinded by the good possibilities of a different alternative. Finding benefits is easier than finding harms," she notes.

- **Emotional factors.** Fear of failure or fear of the unknown can inhibit decision-making.

- **Short-term vs. long-term effects.** "While it's important *not* to let immediate gratification blind you to long-term consequences, it's equally important not to put off all the pleasure for a long-term goal that may never be realized," she notes.

- **Objectivity.** Detaching yourself from the problem enables you to see it more objectively. What if a stranger came to you for advice on the problem? Or if the problem belongs to someone on a campus very much like yours (but different)?

- **Permanence.** "If you can change your mind, the decision is a whole lot easier," Alexander notes. She recalls being paralyzed by fear over whether to do research in the Amazon, until someone said, "If you don't like it, you can always come home."

- **Is it fair?** To test fairness in a decision or policy, she suggests considering "the original position," in which you don't know which side you'd be on. For example, in deciding whether to have slavery, you don't know whether you'd be the master or the slave.

- **What if the situation were reversed?** Applying The Golden Rule can clarify issues.

- **What if everybody did it?** For example, if the National Rifle Association got its way, and all kids, librarians and postal workers would be armed.

- **What are your responsibilities?** A more dynamic, active view individualizes the problem, asking, "What would you have to do?"

- **Can you live with the decision?** Given your character and values, is your decision morally permissible or impermissible?

6. **Set a deadline.** Eventually, you have to decide, because not to decide is to decide. She notes the important distinction between *letting* things happen, and taking control of your own life by *making* things happen.

"Every single thing is different," she warns. "People come to me and demand policies and actions," she says, and each case is different. Rather, she teaches them to make quick decisions by asking, "Where's the harm? And why?"

Veronica Alexander operates The Ethics Resource in Tempe AZ. For \$1.75 per minute, she provides personal counseling in ethical decision-making at (900) 420-4040.

CAREER CONNECTIONS

Reach 10,000 women in higher education for only \$230. Call Mary Zenke at (608) 251-3232 by the 20th.



UNIVERSITY OF NEW HAMPSHIRE

Vice President for Student Affairs

The University of New Hampshire invites nominations and applications for the position of Vice President for Student Affairs. This position is a senior level administrative position and reports to the President. It offers a challenging opportunity to provide leadership to the continuing development of a comprehensive student affairs division.

RESPONSIBILITIES: The Vice President for Student Affairs leads, manages, and coordinates a broad range of student services which include Career Services, the Counseling Center, Health Services, Men's and Women's Intercollegiate Athletics, Judicial Programs, the Memorial Union and Student Activities, Multicultural Student Affairs, Recreational Sports, Residential Life, the Student Life Office, and the University Police.

The Vice President maintains direct contact with students and is involved in collaborative efforts with faculty, administrators, and students to improve the quality of student life and enhance the personal development of students. It is the responsibility of the Vice President to formulate, implement, and evaluate student programs which complement the academic mission of the University. In addition, she or he is responsible for all fiscal and budgetary matters related to the units within the Division of Student Affairs.

The Vice President for Student Affairs is a member of the President's executive management team and is involved with the other vice presidents in University-wide budgeting and planning.

QUALIFICATIONS/REQUIREMENTS:

- An earned Doctorate in a related field and a record of strong administrative and supervisory experience related to student affairs
- Excellent interpersonal and student advocacy skills
- Experience in working with a diverse community of students, faculty, staff, governance groups, and the community at large
- Demonstrated success in promoting and supporting a diverse student body
- Commitment to enhancing the relationship between academic and student affairs
- Commitment to the role of intercollegiate athletics in a university setting and to the concept of the student athlete within the context of student development
- Active contributions to the student affairs profession in research, writing, or professional organizations
- Understanding of information technology and its application to student affairs

GENERAL:

The University of New Hampshire is a public land, space, and sea grant institution which serves approximately 12,000 undergraduate and graduate students. The 200-acre campus is surrounded by more than 3,000 acres of fields, farms, and woodlands owned by the University. Located in Durham, New Hampshire—one of the oldest towns in northern New England—the University is in close proximity to the seacoast, the White Mountains, and metropolitan Boston.

APPOINTMENT INFORMATION:

Salary will be competitive and commensurate with qualifications. Nominations and letters of application accompanied by a curriculum vitae and the names of three references with telephone number should be submitted to:

Ms. Joan Weeks, Secretary
Search Committee for the Vice President for Student Affairs
University of New Hampshire
Office of the Provost and Vice President for Academic Affairs
207 Thompson Hall
105 Main Street
Durham, NH 03824

The search committee will begin reviewing applications on April 10, 1995, with a view to a July 1, 1995 appointment. Applications and nominations will continue to be accepted until the position is filled.

The University of New Hampshire is an Affirmative Action, Equal Opportunity Employer and candidates from under-represented populations are encouraged to apply.



Provost and Vice President For Academic Affairs San Jose State University

San Jose State University has a newly appointed President, Dr. Robert L. Caret, and is now beginning a national search for a Provost and Vice President for Academic Affairs. The Provost is the chief academic officer of the University; acts as senior executive in the President's absence; has line responsibility for all academic administrators; and provides leadership in planning, developing, assessing, and overseeing all academic programs.

The first public institution of higher education on the west coast, San Jose State University is located in the heart of Silicon Valley, and seeks a visionary leader who can direct the University in shaping its curriculum and instruction to meet its future needs. The successful candidate will be a creative, resourceful individual with humanistic values and exceptional organization and communication skills, who can guide the academic development of the campus and further its ties with constituent communities in and around Silicon Valley, the state, and the nation. Located in downtown San Jose, the nation's eleventh and California's third largest city, the University provides a cultural, artistic, and technical center for the surrounding community. San Jose State University is one of the largest of the 22 campuses of the California State University.

A regional, comprehensive university, San Jose State University excels at teaching in a wide variety of undergraduate and graduate programs in its eight colleges: Applied Sciences and Arts, Business, Education, Engineering, Humanities and the Arts, Science, Social Sciences, and Social Work. Diversity in both culture and curriculum is a central element of the campus. Many ethnic groups are represented, and there is no single ethnic group predominant among the student body of 27,000. Degrees are awarded in 186 subject areas, including a substantial number of professional majors.

The university has 1700 faculty. Their focus is on excellence in teaching, as well as scholarly and professional achievement. The campus enjoys a tradition of collaborative policy development and decision making between faculty and administration.

QUALIFICATIONS: Candidates must have an earned doctorate or equivalent; an academic record sufficient to be granted advanced rank and tenure in one of the University's academic departments; and a record of progressive administrative responsibility, including head of a major academic unit.

Additionally, candidates should demonstrate the following:

- Ability to foster the university's academic mission and provide curricular and administrative leadership in a rapidly changing multicultural, international, and high technology environment
- Ability to work collaboratively in an environment of shared governance and collective bargaining
- Ability to facilitate partnerships among academic programs, their faculty and students, and community constituents
- Ability to exercise leadership in creating a supportive learning environment
- Skill in creating a campus climate supportive of educational equity, including recruiting, developing and managing a diverse faculty and staff
- Skill in fiscal planning and resource management

Nominations and applications should be addressed to:

Dr. Irene Miura
Chair, Search Committee for Provost and
Vice President for Academic Affairs
Office of the President
San Jose State University
San Jose, CA 95192-0002

Applications should include: a narrative letter indicating how the individual's training and experience relate specifically to the listed job qualifications; a current vita; and the names, addresses and phone numbers of five professional references. Screening will begin immediately. Applications and nominations will be accepted until the position is filled, but only candidates whose applications are complete by April 18 will be assured of receiving full consideration.

Women, minorities and persons with disabilities are encouraged to apply. SJSU is an equal opportunity employer.



President of Minneapolis Community College and Consolidated MINNEAPOLIS COMMUNITY AND TECHNICAL COLLEGE

Applications and nominations are invited for a challenging leadership position with Minnesota's newly merged system of State Colleges and Universities. This position combines the responsibilities of immediate leadership of Minneapolis Community College leadership for the consolidation of Minneapolis Technical and Community Colleges, and long term administrative and leadership responsibility as chief executive officer of the newly combined colleges.

Minneapolis Community College has a student-centered learning environment which prepares 4,500 students for college transfer, careers and the attainment of personal and professional goals. Minneapolis Technical College operates under an open enrollment policy serving 4,400 students of diverse ages, cultural, racial, and ethnic backgrounds. Learners are prepared for careers requiring Associate of Applied Science degrees, diplomas and certificates. The workforce development needs of business and industry are addressed through customized training programs. Minneapolis Community and Technical Colleges occupy portions of the same building in downtown Minneapolis and serve the most diverse urban community of any two-year colleges in the state.

The newly merged system, Minnesota State Colleges and Universities, comprises sixty-two campuses made up of state universities, community colleges, and technical colleges, with missions that span occupational, associate, baccalaureate, and graduate education. The system enrolls more than 163,000 students, employs over 21,000 individuals, and operates with an approximate annual budget of \$1 billion.

Responsibilities: The successful candidate will serve as chief executive officer of Minneapolis Community College and will lead consolidation planning and implementation between Minneapolis Community College and Minneapolis Technical College. The president will be responsible for leading the institution's faculty, staff and students in accomplishing the institutional missions. The president shall be responsible for and have the authority to direct all activities and functions of the college in conformity with board policies, Federal and State regulations, and for maintaining productive relationships with all segments of education, the community, legislators and other State agencies.

Qualifications:

- An earned doctorate or requisite terminal degree in the applicant's area of study
- A demonstrated commitment to the missions of community and technical education
- Understanding of, experience in and demonstrated support for equal opportunity and affirmative action goals and programs
- Understanding the needs of and ability to relate to diverse students and employers in an urban setting

Nominations and applications should be received as soon as possible. Review of candidate materials will begin mid-April 1995. Application materials should include a letter of application, including a detailed description of qualifications for the position, current resume, and the names, addresses and home and office telephone numbers of at least five references which include faculty, student leadership and community leaders. Applications, nominations and requests for information should be directed to:

Dr. Dennis L. Heiner
Senior Vice Chancellor for Academic Affairs
Minnesota State Colleges and Universities
55 Sherburne Avenue, Suite 110
St. Paul, Minnesota 55103
Telephone: (612) 296-8012
Fax: (612) 297-3312

Women and people of color are encouraged to apply.
EQUAL OPPORTUNITY EDUCATOR AND EMPLOYER

Wright State University Provost

—Search Extended—

Wright State University invites applications and nominations for the position of Provost of the University.

The Provost serves as the chief academic officer of the University and is expected to provide the academic and administrative leadership to achieve a high standard of excellence in instruction, faculty and student development, research, and public service. The Provost also serves as chief executive officer of the University in the absence of the President. Reporting directly to the Provost are the Deans of the 10 colleges, schools, and branch campus; the University Librarian; the Vice President for Student Affairs and Enrollment Services; and Associate Provosts for Undergraduate Education and Academic Affairs, Research and Graduate Studies, Multicultural Affairs, and Institutional Research and Planning.

Qualifications for the position include a terminal degree and demonstrated administrative experience at the Dean's level. Academic credentials in teaching and research should be sufficient for a faculty rank of Professor in an appropriate college/school. Demonstrated leadership and experience in planning and managing academic programs, resource allocation, student affairs programs, personnel administration, and an ability to help formulate and articulate goals of the University are essential. A strong commitment to teaching and research, affirmative action, and public service is expected.

Wright State University is a growing, comprehensive, state-assisted university located in suburban Dayton, Ohio. Programs of study include more than 100 undergraduate and 34 master's degree programs and programs of study for the M.D., Psy.D., Ed.S., and Ph.D. degrees. Established in 1964, Wright State University is among the preeminent metropolitan universities in the nation. The University is a student-centered, culturally diverse community committed to the inclusion of all individuals in all facets of university life. This includes special facilities for the physically challenged. Currently a combined enrollment of nearly 17,000 undergraduate, graduate, and professional students is found on the University's 557-acre, 39-building main campus and its two-year, regional branch campus.

For full consideration, nominations/applications should be received by April 15, 1995.

Applicants should send a letter of interest, a current curriculum vitae, and a list of five references with complete addresses and telephone numbers to:

Chair, Provost Search Committee
Administrative Wing
Wright State University
Dayton, OH 45435



Wright State University
Dayton, Ohio 45435

Wright State University is an affirmative action/equal opportunity employer.

Texas A&M University Vice President for Finance and Administration

Texas A&M University invites applications and nominations for the position of Vice President for Finance and Administration. Reporting to the President, the successful candidate must provide dynamic leadership in further developing and strengthening the University's fiscal, administrative support and information management operations. Texas A&M University is the third largest university in the nation with more than 42,000 students and almost 10,000 faculty and staff members on two campuses. The University is among the top ten U.S. universities in endowments, sponsored research, national merit scholars, and is nearing completion of a major capital campaign.

Major Responsibilities: The Vice President manages all financial operations of the University, including financial planning, financial analyses, and provisions for appropriate controls and reports to assure compliance with state and federal laws and policies set by the governing board of the institution. Reporting Departments include: Fiscal; Budgeting; Human Resources; Physical Plant; Food Services; University Police Department; Parking, Transit and Traffic Services; Purchasing Services; Contract Administration and Regulatory Compliance; and other administrative support offices.

Major Qualifications: Qualifications include a master's degree (preferred) and a minimum of ten years of experience in fiscal management and administration of a complex organization. This individual needs an understanding of the academic missions of the university and the role of Finance and Administration in supporting those missions, must have a demonstrated history of leadership ability, effective communication and problem-solving skills, including use of MIS, a significant record of achievement in enhancing diversity, and the ability to achieve organizational goals through the motivation, development, and utilization of human resources.

Screening of candidates will begin on April 15, 1995. Nominations and applications, with five references, are encouraged prior to that date. References will not be contacted without prior approval by the candidate. Please be advised that under Texas law, names and other information concerning applicants or nominees may be subject to disclosure upon request. Submit nominations and applications to:

Search Committee for Vice President for Finance and Administration
Office of the Executive Vice President and Provost
Texas A&M University
College Station, Texas 77843-1246
Fax (409) 845-6994 Telephone (409) 845-4016
E-Mail: provost@tamu.edu

An Affirmative Action/Equal Opportunity Employer

Executive Officer Dean of the College

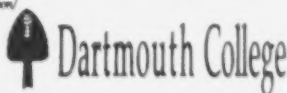
Serves as the chief financial and business affairs officer for areas reporting to the Dean of the College (student services, athletics, health services, student housing, and recreational properties). Master's degree and 5 to 7 years fiscal management experience, or the equivalent. MBA preferred. Direct professional experience in higher education and experience with computerized information systems are highly desirable. Budget planning, long-range planning, management and negotiating skills are essential.

The review of applications will begin on April 1 and will continue until the position is filled. Send letter of application, resume, and three references to:

Janet Terp, Chair of Executive Officer Search Committee, 6003 Parkhurst Hall, Room 111, Dartmouth College, Hanover, NH 03755-3529.

*Dartmouth College is an Affirmative Action/
Equal Opportunity Employer.*

*Women and minorities are strongly
encouraged to apply.*



Associate Provost for the Arts

**The Massachusetts Institute
of Technology seeks an
Associate Provost for the Arts
to start September 1995.**

The Associate Provost for the Arts will be appointed to a tenured full professorship in one of its arts-related fields: Music, Theater Arts, Writing, Film and Media Studies, Media Arts and Sciences, Architecture, Design, Visual Arts, and the History, Theory and Criticism of Art and Architecture. The individual selected must have a record of achievement in the arts with evidence of a commitment to higher education and a broad awareness of creative expression. This individual will report directly to the Provost and will serve as a member of Academic Council, MIT's senior policy group.

The Associate Provost for the Arts currently has responsibility for the oversight of the creative arts activities throughout MIT, including the Office of the Arts, advises the Provost and President on all non-academic activities connected to the arts, and is the senior officer responsible for resource development for the arts. The Associate Provost closely coordinates these efforts with the deans responsible for core academic programs in the arts, the Dean of Architecture and Planning and the Dean of Humanities and Social Science. The directors of the MIT Museum and the List Visual Arts Center report to the Associate Provost, who also works closely with the Council for the Arts, the Institute's foundation for the arts.

As a senior faculty member, the Associate Provost for the Arts will have the opportunity to offer instruction and take an active role concerning MIT's academic arts programs, both within the individual's specific field of expertise and within the wider MIT academic community.

Please submit a résumé or a curriculum vitae, a letter specifying qualifications and interest in the position, and the names, addresses and telephone numbers of three references by April 15, 1995 to:

Dean Philip S. Khoury
School of Humanities and Social Science
Massachusetts Institute of Technology
Building E51-234
Cambridge, MA 02139-4307 USA

(An on-line version of the job description is available at
URL <http://whodunit.mit.edu/ARTS/jobdesc.html>).

MIT is an Equal Opportunity/Affirmative Action Employer and
encourages applications from women and minority candidates.
MIT is a non-smoking environment.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

ST. JOHN'S UNIVERSITY NEW YORK

DEAN OF NOTRE DAME COLLEGE

St. John's University invites applications and nominations for the position of Dean of Notre Dame College. Located on Staten Island, Notre Dame is a small liberal arts and sciences college of St. John's University. The Dean reports directly to the Provost and serves as the chief academic and budgetary officer of the College with responsibility for all of its academic programs.

Notre Dame College offers baccalaureate and associate degrees in the liberal arts and sciences and in education.

The individual selected for this position will provide the leadership and vision necessary to support, expand, and advance the College's educational and research programs in harmony with the University's Mission.

The successful candidate should possess the following qualities:

- commitment to academic excellence in the liberal arts tradition • capacity to provide leadership in a competitive metropolitan area • ability to work with varied internal and external constituencies • ability to motivate, support, and encourage faculty in the areas of scholarly achievement, research, innovative teaching, grant-writing, and strategic planning • commitment to the development of undergraduate students in a personalized learning environment • sensitivity to multicultural issues in the University community • ability to comprehend distinctive contributions of Notre Dame College as an integral part of St. John's University

Candidates should possess the following credentials:

- earned doctorate • academic record based on experience and/or scholarship qualifications consistent with the requirements for the rank of Associate or Full Professor • proven record of relational skills and sharing responsibilities in a collegial way • participation in professional and community organizations

Applications should include a brief statement of interest, a curriculum vitae, and the names, titles, addresses and telephone numbers of at least 3 references. Review of applications will begin immediately and will continue until the search is successfully completed.

The position has a salary range commensurate with qualifications and experience.

Send application or nomination to:

Dr. Laurence J. Mauer, Chair-Search Committee
c/o Office of Senior Vice President
St. John's University
300 Howard Avenue
Staten Island, NY 10301

St. John's University is an equal opportunity employer and encourages



Mississippi State
UNIVERSITY

DEAN College of Education

Mississippi State University, a Carnegie I research institution, invites nominations and applications for the position of Dean of the College of Education.

The Dean, who reports directly to the Provost and Vice President for Academic Affairs, is responsible for the academic and professional leadership and administration of the College. The position calls for an individual who have the vision to lead and manage effectively a comprehensive college in a time of sweeping educational and cultural changes.

Mississippi State University is a comprehensive, land-grant institution with an enrollment of approximately 13,500 undergraduate and graduate students. In addition to being accredited by the National Council for Accreditation of Teacher Education and the Southern Association of Colleges and Schools, the College of Education is a member of the American Association of Colleges for Teaching Education and the Home Group. There are 1,600 undergraduate and 600 graduate students and approximately 100 FTE faculty in the College. Approximately one third of the students in the College are enrolled in nonteaching majors.

Qualifications: The successful candidate will possess the following:

- An earned doctorate in Education or related field, suitable for appointment as a professor in one of the disciplines of the College, a record of significant scholarly and teaching accomplishments, and successful administrative experience at the college level
- Prior experience in budget management; evidence of ability to secure funding for research and educational purposes from private, public, and non-profit sources and to promote production relationships with outside constituencies
- A commitment to the infusion of technology in the instructional, service, and research programs in the college
- A strong commitment to excellence in undergraduate and graduate education
- Significant experience in administering a broad range of programs, demonstrating and developing leadership, management and interpersonal skills to lead the College's faculty in continued achievement in teaching, research, and service

The salary is competitive and commensurate with qualifications and experience. Inquiries and nominations are welcome.

Send: Letter of Application, Curriculum Vitae, List of 5 References to:

Dr. Harvey S. Lewis, Dean, College of Business & Industry;
Chair, Dean of Education Search Committee;
Mississippi State University;
P.O. Drawer 5288;
Mississippi State, MS 39762

Applications and nominations are accepted through May 7, 1995, or until the position is filled.

*Mississippi State University is an Affirmative Action
and Equal Opportunity Employer.*



VICE PRESIDENT OF ACADEMIC AFFAIRS

Bunker Hill Community College is seeking a senior academic affairs officer. Responsible for development, management, and administration of all academic affairs, including faculty, curriculum, scheduling, implementation of collective bargaining agreements, academic support services, and academic budget. Exercises supervision over the administrative, professional and classified staff responsible for implementation of academic programs and services, including Academic Deans, Faculty, Dean of Academic Support Services, Head Librarian and staff, Academic Computing Center staff, Center for Self-Directed Learning staff, and Audio/Visual Department staff. Reports directly to the President of the College. **QUALIFICATIONS:** Master's degree required, doctorate preferred; no less than 4 years of full-time college-level teaching experience and at least 4 years of administrative experience at a senior supervisory level required; knowledge of and demonstrated ability in curriculum development and instructional methodology; demonstrated interpersonal skills as a necessity; proficiency in oral and written expression; experience at an urban community college and experience with nontraditional multicultural forms of education preferred.

Salary is competitive and will depend on qualifications and experience.

BHCC is a public, co-educational institution established in 1973 as part of the Mass. Regional Community College System. Transfer and Career Programs are offered, leading to Assoc. of Arts and Assoc. of Science degrees.

Send applications to: Director of Human Resources, BUNKER HILL COMMUNITY COLLEGE, 250 New Rutherford Avenue, Boston, MA 02129.

Completed applications must include letter of application, resume, and the names, addresses and telephone numbers of at least three professional references; must be postmarked by April 14, 1995. Position available September 1, 1995.

An Affirmative Action, Equal Opportunity Employer; qualified women, minorities, and others are strongly encouraged to apply.



DEAN OF THE COLLEGE OF BIOLOGICAL SCIENCES

The Ohio State University invites nominations and applications for the position of Dean of the College of Biological Sciences. Ohio State is one of the nation's leading comprehensive research universities. It is situated in Columbus, Ohio, a thriving metropolitan area of about 1.4 million and the capital of the State of Ohio. The dean of the college is administratively responsible for the departments of Biochemistry, Entomology, Microbiology, Molecular Genetics, Plant Biology, and Zoology. The college has 101 regular faculty, an annual budget of \$14.2 million, research funding of \$8.9 million, and a tradition of excellence in teaching and research.

The dean provides leadership for the educational and research activities of the college and works collaboratively with the faculty of the college, the university administration, and other constituent groups both within and outside the University. The dean is responsible for faculty recruitment, for development and advancement of academic programs, administration of personnel affairs, and projection and allocation of budgets for units in the college. In addition, the dean has responsibilities for encouraging and developing collaborations with the College of Food, Agricultural, and Environmental Sciences, the College of Mathematical and Physical Sciences, and the health sciences colleges. Further, the University is undergoing a major expansion in the life sciences, including new initiatives in molecular life sciences (which will entail at least thirty new faculty positions university-wide), cancer genetics, plant molecular biology, and biotechnology; the dean will play a major leadership role in these endeavors. The dean reports to the provost, who is the chief academic officer of the University.

A candidate must possess an earned doctorate or its equivalent in one of the disciplines in the college. Additional qualifications for the position should include a distinguished record in research, teaching, and service; demonstrated excellence in leadership and administration, and a clear record of effective commitment to and support of cultural and ethnic diversity and affirmative action. Candidates must have the qualifications for appointment as Professor in one of the units of the college.

The Search Committee will begin reviewing dossiers on April 17, 1995, and will continue to review applications until the dean is selected. Applicants should send a letter expressing their interest and qualifications, a curriculum vitae, and the names, addresses, and telephone numbers of three or four references to:

Dean James C. Garland, Chair
Search Committee for Dean of the
College of Biological Sciences
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210-1358

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply.

ST. JOHN'S UNIVERSITY

NEW YORK

DEAN - COLLEGE OF BUSINESS ADMINISTRATION

St. John's University, founded in 1870 by the Vincentian Community, is a Doctoral I University, which comprises nine schools and colleges. With more than 18,000 students, St. John's University is the largest Catholic University in the nation, with campuses in pleasant residential areas in Queens and Staten Island, New York, both close to Midtown Manhattan. The University is committed to excellence in teaching and scholarly research and to a core curriculum in the liberal arts and sciences.

The College of Business Administration was established in 1927 and is accredited by the American Assembly of Collegiate Schools of Business (AACSB) at both the undergraduate and graduate levels. The College has developed a national reputation for excellence in teaching and research. The College has 2550 undergraduate and 1425 graduate students and 115 full-time faculty. The College offers the Bachelor of Science degree in Accounting, Economics, Finance, Management, Marketing, and Quantitative Analysis; and an MBA in Accounting, Economics, Executive Management, Finance, Taxation, and Quantitative Analysis.

The Dean is the chief executive and the academic leader of the College and reports directly to the Provost. The Dean is responsible for the quality and effectiveness of instructional and research programs of the College and for the College's decisions relative to faculty recruitment and development, resource allocation, and facilities. The Dean works cooperatively with other Academic Deans in furthering the educational goals of the University's strategic plan. The Dean is responsible for enhancing the College's development activities, funded research endeavors, and outreach efforts with local business, industry and community leaders.

Qualifications: The University is seeking a creative, energetic individual who is a proven leader and communicator. The Dean is expected to employ innovative leadership skills with an experienced faculty and be dedicated to academic excellence. He or she must be committed to and capable of leading the College to complete successful reaccreditation by AACSB in 1998. The successful candidate will exhibit the vision and skills necessary to lead the College in capitalizing on the many opportunities for innovative and dynamic programs in the region and abroad. Candidates should hold a doctoral degree in one of the disciplines represented in the College or have a national reputation as a business leader, and qualify for appointment as a tenured full professor. All candidates must demonstrate a strong commitment to the mission of St. John's University and to working with diverse internal and external constituencies.

Nominations and Applications: Review of applications for the position of Dean of the College of Business Administration begins April 15, 1995, and will continue until the position is filled. Salary is competitive with AACSB accredited institutions. Candidates should submit a letter of interest and curriculum vitae to:

Chair, Search Committee for CBA Dean
Office of the Provost
St. John's University
8000 Utopia Parkway
Jamaica, NY 11439

St. John's University is an equal opportunity employer and encourages applications from women and minorities.



LE MOYNE COLLEGE ACADEMIC DEAN

Le Moyne College, a comprehensive, independent institution in the Jesuit tradition, seeks an Academic Dean who will report to the Academic Vice President and be responsible for sustaining an environment of academic excellence. Chief duties include supporting faculty in improving teaching and scholarly activity, recruiting and evaluating faculty with a view toward their promotion and tenure, providing leadership in curricular development, assisting with strategic planning, and managing academic budgets including faculty salaries. The successful candidate must have the qualifications suitable for a tenured position in one of the college's departments, a proven record of successful academic administration (e.g., as dean, associate dean, department chair, program director), and positive appreciation of the Jesuit educational tradition.

Le Moyne College has an undergraduate enrollment (FTE) of approximately 2,000 students (1800 full-time, 600 part-time) and a part-time MBA program enrollment of approximately 300 students. The College is initiating graduate programs education in 1995.

Review of applications is ongoing and will continue until the position is filled. Starting date for the position is July 1, 1995. Salary will be commensurate with experience and qualifications. Persons of diverse ethnic backgrounds and women are especially encouraged to apply. Applicants should send a letter of intent, resume, and names (including addresses and phone numbers) of at least three references to:

Chair, Academic Dean's Search Committee
c/o Office of Human Resources
Le Moyne College
Syracuse, NY 13214-1399
FAX: (315) 445-4691

An Affirmative Action, Equal Opportunity Employer

The University of the State of New York

Regents College Dean of Liberal Arts

Regents College, the nation's oldest and largest distance (external) degree institution, is seeking a Dean of Liberal Arts. The Dean serves as chief officer of the Liberal Arts unit.

Description: The position is a full-time, year round administrative position with competitive compensation. The Liberal Arts unit defines the general education program for all Regents College degrees and monitors its integrity, develops flexible but demanding college degree programs in the arts and sciences, provides advisement and evaluation for students as they complete associate and baccalaureate degrees. The Liberal Arts unit works with the entire college to serve students who cannot otherwise reach their educational goals. Specifically the Dean

- advocates the study of liberal arts, promoting academic excellence for all students
- provides leadership for maintaining the integrity of the liberal arts degree programs
- chairs the faculty committee on the liberal arts and general education
- serves as chief planning officer, innovator of advising services, developer of efficient evaluation systems, and manager of the Liberal Arts unit
- collaborates in development of Regents College Examinations in the arts and sciences
- provides leadership for development of graduate programs
- provides leadership in making Regents College a learning community
- works with the entire college in college wide efforts and initiatives

Qualifications: Candidates must have:

- an earned doctorate in a liberal arts discipline
- teaching experience at the college level
- administrative experience in higher education
- experience in curriculum development and evaluation
- excellent communication skills

They must demonstrate:

- strong dedication to the liberal arts
- openness to nontraditional forms of education
- commitment to a focus on learning outcomes
- sensitivity to the precepts of adult learning
- a desire to lead in a highly collaborative educational organization

Salary is commensurate with experience.

Application: Interested candidates should send a letter of application and resume to:

Dean of Liberal Arts Search
Office of Human Resources
Regents College
7 Columbia Circle
Albany, NY 12203-5159
AA/ADA/EOE

BOWDOIN COLLEGE

DEAN OF STUDENT LIFE

Bowdoin College seeks to appoint a Dean of Student Life of energy, imagination and experience. The Dean designs and oversees the programs that assist students beyond the classroom and underpin the community values of the college. The Dean supervises a cadre of class deans who work closely with students, as well as the offices of residential life, academic advising, career planning, athletics, student activities, health center and counseling service, intercultural activities, and the campus judicial system. The Dean reports to the President, works closely with the Dean of Academic Affairs, serves on the President's senior staff, and is broadly engaged in College policy making.

Bowdoin, located in Brunswick near the coast of Maine, enrolls 1,435 students, equally male and female. The new Dean will oversee a four-year, ten-percent expansion of an increasingly diverse student body, the construction of a new student residence and renovated dining rooms, the operation of a new campus center, and a coeducational fraternity system that engages some one-third of the student body.

The successful candidate will bring to the post a grasp of the liberal arts, enjoyment of motivated, able undergraduates, and an awareness of the issues that confront them, in a residential college. Sensitivity, openness and the commitment to reinforce a campus atmosphere of tolerance and fairness are vital qualifications. Success in exercising administrative responsibility, including effective delegation, and working with college students is essential, as is an advanced degree.

The review of nominations and applications will begin on April 1 and will continue until a Dean is appointed. Applications should include a resume and letter from the candidate describing the reasons for interest in the Deanship, together with the names of three references. The position will be available beginning August 1, 1995, although a later appointment could be considered.



Please address communications to the Chair of the Dean of Student Life Search Committee, c/o the President's Office, Bowdoin College, Hawthorne-Longfellow Hall, Brunswick, Maine 04011. Bowdoin College is an equal opportunity employer. Women and minority candidates are strongly encouraged to apply.

DEAN OF STUDENTS

LASELL COLLEGE, Boston's oldest college for women, has an opening for the Dean of Students. Lasell's suburban campus, in Newton, Massachusetts, fosters a supportive, empowering diverse community. Two and four-year career/liberal arts programs are offered through an innovative curriculum of "connected learning." Lasell, experiencing a 14-year high enrollment growth, has created a dynamic educational agenda.

The Dean of Students, a member of the Cabinet, reports directly to the President. Responsibilities include leadership and administration of a student service program, incorporating career services, counseling, health services, residential life and student development.

Candidates should have an advanced degree, several years of relevant experience, and be conversant with contemporary issues affecting the education and development of women. Creativity, vision, a sense of humor and high energy are necessary. Position available July 1. Send letter outlining student development philosophy and resume to:

Mrs. Margaretta Arnold
Chairman of the Search Committee
Lasell College

1844 Commonwealth Avenue
Auburndale, MA 02166

Women and minorities are encouraged to apply.

Colorado State University

Colorado State University (CSU), a land-grant, Carnegie Diversion I Research University of over 21,000 and approximately \$370 million in annual expenditures, is seeking applications for two positions:

Budget Manager

This position reports to the Director of the Office of Budgets and Institutional Analysis, supervises three professional staff in the area of budget and budget policy analysis, and directs the operations of the budget unit. Some major duties of this position are:

- Develops procedures to ensure an effective budget process that addresses both annual cycles and longer term needs; directs the annual staffing, salary increase, and allocation plan implementation. Prepares instruction manuals and operating budget documents for all campus units.

- Develops projections of revenue and expenditures and monitors performance and trends in those areas of the budget; maintains internal budgetary control procedures and reporting mechanisms; approves budget categories for new accounts and assigns department numbers.

- Prepares management/analytical reports and develops financial assumptions, alternative fiscal models, comparative financial data, etc.

Minimum Requirements: a baccalaureate degree; demonstrated knowledge of budget and policy analysis gained through a formal degree program and/or work experience. Experience in budget process management for a non-profit organization; experience in the use of computer tools including spreadsheets and data query programs; excellent written and oral communication skills and demonstrated organizational skills. Additional consideration will be given to those individuals who have prior work experience in a college or university. An M.B.A., M.P.A., or equivalent is desirable.

Salary Range-open to some negotiation, depending on experience and qualifications; but generally in the \$60,000 to \$65,000 range. Desired Starting Date in July, 1995.

Financial Management Systems Facilitator

This position reports to the Director of Business and Financial Services. The Financial Management Systems Facilitator will work as a liaison with Deans, Directors, College Administrators, and other financial personnel within the University community to address financial problems and concerns. Some examples of specific areas of responsibility include:

- Identify and address management and control problems and work to resolve those problems.

- Take a leadership role in identifying inefficient practices and policies and design solutions and/or alternatives.

- Coordinate the development of the University's Financial Procedures Instructions; and develop reporting to meet the needs of the University's upper management.

Minimum Requirements: Bachelor's Degree in Accounting, Computer Science, Business, Finance, or closely related field. At least five years of progressively more responsibility in financial or accounting management, preferably at an institution of higher education; significant familiarity and experience with computer usage in a modern management environment; appreciation and understanding of the aims and support service requirements of a land-grant university; experience in identifying and resolving complex problems; excellent analytical skills are required. Additional consideration will be given to significant experience in higher education accounting; working with automated financial management systems; and an MBA or CPA degree.

Salary Range - open to some negotiation, depending on experience and qualifications; but generally in the \$45,000 to \$50,000 range. Desired Starting Date in July, 1995.

Colorado State University is located in Fort Collins, Colorado, an appealing city of 100,000, located at the foothills of the Rockies.

Applications for these positions may be made by sending a cover letter summarizing interest in the position, and demonstrating that all position requirements are met, and specifically qualifying and quantifying past experiences; resume or curriculum vitae; transcripts; and the names and phone numbers of three references to:

Search Committee: (name of position)
Colorado State University
Office of the Vice President for Administrative Services
309 Administration Building
Fort Collins, CO 80523
PHONE: (303) 491-5257
FAX: (303) 491-2254

Applications must be postmarked by April 21, 1995.

Colorado State University welcomes members of all groups, encourages them to apply for these positions, and reaffirms its commitment not to discriminate on the basis of race, color, age, religion, sex, national origin, sexual orientation or disability in its educational programs, activities, or employment practices.

CSU is an EEO/AA employer.



NORTHWESTERN UNIVERSITY DIRECTOR NORRIS UNIVERSITY CENTER

Northwestern University is seeking a dynamic leader for the Norris University Center. Northwestern is an independent research University located in Evanston, Illinois, with a diverse undergraduate student body of 7,450 students. Total enrollment in the University on both campuses is approximately 14,000. Norris University Center serves the entire University community and contains meeting rooms, food service facilities and a variety of service functions. Campus activities is an integral part of the center.

The Director of Norris University Center holds direct responsibility for the administration and management of all aspects of a comprehensive University Center, including: facilities management, scheduling, financial operations and student programming. The position reports to the Vice President for Student Affairs.

Qualifications: Candidates should have a Master's degree in higher education administration, student personnel administration or a related area and at least seven years experience in the comprehensive management and administration of a college or university center. A Ph.D. is preferred. Successful candidates must demonstrate knowledge of human development theory, financial management practices, facility management, the ability to coordinate diverse activities, strong supervision skills and strong oral and written communication skills. The ability to work with a diverse student, staff and faculty population is essential.

Application Procedures: Nominations of qualified individuals are encouraged. Interested applicants should submit a letter of interest, a professional resume and the names, addresses and phone numbers of at least three professional references no later than April 14, 1995 to:

Dr. Margaret J. Barr
Vice President of the Student Affairs
NORTHWESTERN UNIVERSITY
2-221 Rebecca Crown Center
Evanston, Illinois 60208-1107

Applications are encouraged from qualified women and minority candidates. Northwestern University is an Equal opportunity Affirmative Action educator and employer. Employment eligibility verification required upon hire.

Florida State University DIRECTOR OF DISTANCE LEARNING

Applications or nominations are invited for the position of Director of Distance Learning at Florida State University. Candidates should have a record of significant achievement in the field of Distance Learning, with an earned Doctorate or equivalent experience in an open university or other major distance learning programs. The person selected will be expected to lead FSU's planned expansion of its current programs and should have a vision of distance learning that includes, but goes beyond, hardware, software and delivery technology. This includes being able to assist in the selection of appropriate modes of instructional delivery for varying purposes and clients. Ability to work effectively with distance learning providers and constituents, both on- and off-campus, is crucial, as is the ability to assist with securing internal and external support for the distance learning initiatives.

The position is a twelve-month faculty level position. The salary will be commensurate with relevant experience. The laws of Florida require that all documents related to the search process are available upon request for public inspection.

The Florida State University is a comprehensive graduate research institution comprised of sixteen colleges and schools with some 1,500 faculty and more than 30,000 students. A member of the State University System of Florida, FSU is located in Tallahassee, the state capital, with a population of 225,000.

The Florida State University is an equal opportunity, affirmative action employer, and women and minorities are encouraged to apply. Applicants should submit, by April 15, 1995, a letter of application, a resume and the names, addresses, and telephone numbers of three references to:

Ms. Susan Fell
Distance Learning Search Committee
212 Westcott, 1037
Florida State University
Tallahassee, FL 32306-1045

STATE SYSTEM OF HIGHER EDUCATION



KUTZTOWN UNIVERSITY OF PENNSYLVANIA

Kutztown University is seeking to fill the position of Director of Computer Services, a twelve-month management position.

Kutztown University is located in the picturesque Lehigh Valley midway between Reading and Allentown and within a one and one-half hour drive of Philadelphia. The University offers both bachelor's and master's degrees, with the Fall enrollment totaling 7916 students.

The Director of Computer Services reports to the Assistant to the President for Planning and Information Technology, and has responsibility for the planning and support of administrative and academic computing and telephone systems. The Director supervises professional, technical and clerical staff currently numbering twenty-one, manages the departmental budget, personnel, and other administrative functions, and oversees a fiber optic campus network with over 600 connections. The Director monitors developments in information technology in order to advise the University on future directions for technology and provides staff support for the administrative and academic user committees.

The Director must have strong academic credentials with a minimum of a Master's degree. Professional experience must include a minimum of five years in an information technology setting in a significant supervisory role.

The ability to communicate effectively with a variety of constituents including faculty, administrators, staff and students is essential. A demonstrated ability to identify and implement technologies for instruction, communication and administration is required. Experience and/or extensive knowledge of networking, parallel and distributed computing, telecommunications and mainframe systems is strongly preferred. Experience in a college or university computing facility and the ability to develop and maintain facilities to accommodate faculty research is preferred.

Salary is commensurate with qualifications and experience and includes an excellent fringe benefit package. Review of applications will close on Monday, May 8, 1995. Those interested in the position should submit a resume, a cover letter highlighting the pertinent qualifications for the position, and the names, addresses and telephone numbers of three references to:

Chairperson, Search Committee
for Director of Computer Services
c/o Office of Personnel Services
Kutztown University
Kutztown, Pennsylvania 19530

KUTZTOWN UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER AND ACTIVELY SOLICITS APPLICATIONS FROM QUALIFIED WOMEN AND MINORITIES.



NORTHWESTERN UNIVERSITY DIRECTOR OF COUNSELING AND PSYCHOLOGICAL SERVICES

NU is seeking qualified candidates for the position of Director of CAPS. The Director will provide direct supervision of the professional staff, support staff, and graduate trainees of CAPS on the Evanston and Chicago campuses. We are seeking a dynamic individual with excellent counseling skills and strong administrative and organizational skills. The successful candidate will possess strong interpersonal and communication skills and an energetic commitment to work collaboratively with the Student Affairs team. Previous experience in a university counseling/psychological services facility is required.

Candidates for this position should possess a Ph.D. in Clinical or Counseling Psychology and be licensable in the state of Illinois. A minimum of five years clinical experience with administrative responsibilities is required. Credentials must be appropriate for an adjunct faculty appointment. The selected candidate must be able to demonstrate: counseling/crisis management skills, computer skills and use of information technology, the ability to coordinate a wide range of activities, budget management, research skills, involvement with appropriate professional organizations, and the ability to work with an interdisciplinary staff and an ethnically diverse student population.

Interested applicants should forward a letter of interest, a professional resume and the name, address and phone number of at least three professional references by April 15, 1995 to:

Dr. Joyce Jones
Assistant Vice President for Student Affairs
NORTHWESTERN UNIVERSITY
Room 36, Scott Hall
Evanston, Illinois 60208-1002

Northwestern University is an equal opportunity affirmative action educator and employer. Employment eligibility verification required upon hire.

CHANGE IN STATUS

The Department of Agricultural, Resource, and Managerial Economics, and the Economics Department Cornell University wish to announce the following change in status for the Lee-Teng-hui Professor of World Affairs Chair.

The Cornell University Administration has decided to delay filling this Chair until July 1996. Applications will now be accepted until November 30, 1995 and the selection process for the Chair, will be completed in early 1996.

CORNELL UNIVERSITY, Ithaca, NY 14853. The Department of Agricultural, Resource, and Managerial Economics, College of Agriculture and Life Sciences and the Department of Economics, College of Arts and Sciences, announces a search for a Full Professor to occupy the Lee-Teng-hui Professor of World Affairs Chair. The holder of this Chair is expected to develop a major research program in development and international economics in Asia. The individual's primary appointment will be in the Department of Agricultural, Resource, and Managerial Economics with a joint appointment in the Department of Economics. The candidate should have a PhD in Agricultural Economics or Economics, experience and demonstrated capacity in teaching, in research, and in working with graduate students. Applicants should submit a letter of application, vita, and names of at least five references. Evidence of teaching and research skills and a record of publications also should be included. Materials should be sent by **November 30, 1995** to Randolph Barker, Department of Agricultural, Resource, and Managerial Economics, 350 Warren Hall, Cornell University, Ithaca, NY 14853-7801.

UNIVERSITY OF NEW HAVEN

University of New Haven, founded in 1925, is one of Connecticut's leading private institutions of higher education. A diverse student body numbers more than 6,000. The main campus in West Haven is 70 miles from New York City, with satellite campuses in Groton and Stamford.

The School of Hotel, Restaurant and Tourism offers degrees in Hotel and Restaurant Management (A.S., B.S., M.S.); Tourism and Travel Administration (A.S., B.S., M.S.) and General Dietetics (B.S.).

The school is proud to offer an innovative, integrated curriculum with specialties in Lodging Operations, Food and Beverage Management, Institutional Food Service, Tourism marketing and Convention, Meeting and Special Events Management.

We are seeking highly qualified individuals who are dedicated to teaching and who believe in an active, participative education process. Applications for the following anticipated full-time, tenure-track faculty openings for the 1995-96 academic year are being accepted.

Department Chair, Hotel and Restaurant Management: Associate/Full Professor. Manage department's budget, hire and supervise faculty, develop and implement recruitment and retention programs, advise undergraduate students, teach hospitality courses and participate in university activities and committees. Requirements: Earned doctorate; Previous experience as director or chair; Evidence of active research background; Successful teaching record. Search #95-14

General Dietetics: Assistant/Associate Professor. Teach a variety of clinical and managerial dietetic courses. Advise students and participate in university activities and committees. Doctorate is preferred, Master's Degree and Registered Dietitian certification required. Two to four years experience teaching and advising students; three years industry experience. Search #94-10

Submit vita, cover letter, unofficial transcripts and three letters of reference to:

Search # as appropriate
University of New Haven
300 Orange Avenue
West Haven, CT 06516

UNH is an equal opportunity employer. Employment contingent upon verification of eligibility for employment in U.S.

SENIOR DATABASE MANAGER

The University of Michigan-Flint invites applications for a Senior Database Manager who will be responsible for the management of the campus administrative database and will report to the Director of Information Technology Services.

Applicants should have the following qualifications: A bachelor's degree in Computer Science or related field or equivalent experience. Master's preferred. Experience designing and tuning relational database systems and operating systems, such as UNIX and ORACLE. Considerable progressively responsible programming experience in a high level language and designing data processing systems. Good written and oral communication skills. Supervisory experience required.

Interested applicants should send a letter of application, resume or curriculum vita, copies of official transcripts, and names, addresses, and telephone numbers of 3 professional references to:

UM-Flint Human Resources,
219 UCEN, Attn DB, Flint, MI 48502-2186

Review of applications will begin on April 15, 1995. Applications will be accepted through 5 PM, Fri., 4/14/95.

*The University of Michigan-Flint is a
Nondiscriminatory/Affirmative Action Employer.*

UNIVERSITY OF VERMONT BURLINGTON, VERMONT

Assistant Professor (9 month appointment, tenure track)
Program in Human Development and Family Studies
College of Education and Social Services

Date Available: September 1995

Responsibilities: Teach undergraduate and graduate courses in human development and family studies, parent-child relationships, advanced seminars in parenting and lifespan development. With commensurate preparation and experience, teach and/or supervise students in a graduate counseling program as a secondary assignment. Develop and maintain a program of research and scholarship. Advise undergraduates, serve on graduate student and college and university committees, and provide community service.

Qualifications: Earned doctorate in human development and family studies or related disciplines. Demonstrated ability to teach effectively and become a productive scholar.

Salary: Competitive and commensurate with experience.

Application Procedure: Send letter of application, professional resume, names and addresses of three references to:

Dr. James R. Barbour
Department of Integrated Professional Studies
C-150 Living Learning Center
University of Vermont
Burlington, Vermont 05405

*Review of applications will begin immediately
and continue until position is filled.*

Department of Education Faculty Position

The Department of Education invites nominations for a full-time, tenure-track, faculty position at the assistant/associate professor rank, beginning with the academic year 1995-1996.

The Department seeks a scholar/practitioner with experience in educational leadership, an active research and teaching interest in organization and leadership theory, and knowledge and experience with change processes related to K-12 school and community reform. An earned doctorate is required. The successful candidate will teach courses and advise students in M.Ed., CAS and Ph.D. programs in educational leadership and policy studies. The University of Vermont is a land-grant institution committed to excellence in teaching, research and, particularly, service to the state.

The Department of Education is one of three departments in the College of Education and Social Services. The Department consists of undergraduate, masters and doctoral programs. The majority of masters and doctoral students are educators and human service professionals employed in Vermont schools and community agencies. Their programs of study consist of coursework, field-based internships, and school and community development research projects throughout the state.

Interested applicants should submit a cover letter briefly describing their interest in and qualifications for the position, a curriculum vita, samples of published work or other professional writings, and the names, addresses and telephone numbers of three references to:

Dr. Susan Brody Hasazi, Chair
Faculty Search Committee
College of Education and Social Services
311 Waterman Building
Burlington Vermont 05405-0160

*Review of applications will begin on March 15, 1995
and continue until the position is filled.*

The University of Vermont is an equal opportunity/affirmative action employer. Women and minority candidates, people with disabilities and ALANA candidates are encouraged to apply.

IN HER OWN WORDS

Does Gender Equity in Athletics Reflect Women's Standards?

by Mary M. Childers, PhD, Director
Equal Opportunity and Affirmative Action
Dartmouth College NH

One of the many signs that organized, competitive athletics plays too prominent a role in our national understanding of what is valuable and compelling about college education is that Title IX, our major legislation guaranteeing women equal access to educational programs and facilities, appears in the news primarily because of athletic cases.

There is an obvious problem in this over-emphasis on athletes in the implementation of Title IX; how we use Title IX to define gender equity in athletics is an even more subtle problem.

Colleges and universities all over the country are rushing to comply with Title IX regulations for intercollegiate athletics. For very good reasons, colleges are now obliged to provide proportionally equal funding to male and female athletes for coaching, facilities, scheduling of games, and travel arrangements.

When we legislate women having access to what men have had, however, we may be asking for too little or implicitly denigrating the alternative social and institutional physical culture that women have developed. I suggest that when we comply with Title IX athletics policies we should acknowledge that we are once again acquiescing to limiting women and men to historically "male" standards that limit both sexes.

Who Decides What's a Sport?

What falls by the wayside is the possibility of increasing funding respect for those non-competitive, physically challenging activities women already engage in in large numbers.

Take aerobics and dance, for example. College women in large numbers are electing to take aerobics classes term after term. These classes are insufficiently funded and given inadequate space. Instructors are paid poorly; classes are so large that individual instruction or coaching of students is impossible.

This emergent, primarily female activity is not even considered in the formulas that lead to mandates to fund women's field hockey in a way that is equivalent to men's hockey. Dance, again primarily a female activity for cultural reasons, receives no federal mandate for increased funding.

It could be argued that dance movement is so compatible with cognitive development and reflectiveness that educational institutions should prefer drawing students, both male and female, into dance rather than, say, intercollegiate basketball.

What has been foregrounded in the public discussion of Title IX and athletics is not what women in large numbers want, or how women are thinking about the developmental possibilities of mental and physical culture now that so many restrictions have been lifted. What has been foregrounded is that women can perform ably and even magnificently in basically the

same areas where we have applauded so many men.

Support for the Male Model of Sports

We certainly should support women who want to take over terrain that was formerly all male. But we fool ourselves if we think that what we are doing is meeting female demand; we are actually creating demand and rewarding women for pursuing some developmental interests rather than others.

The way that intercollegiate sports functions guarantees that resources will go into building teams as much as they go into meeting the needs of actually existent women students. Once a team exists, we strive to continue it.

We put money into recruitment and save admissions slots for athletes. High schools that try to place the maximum number of students in particular institutions are savvy about the skills and talents that

will be considered desirable supplements for good grades. As a consequence, more schools will encourage girls to compete in the recognized

sports that colleges are building – all in the name of equity.

Who's Making This Decision?

More importantly, however, is the possibility that we have allowed competitive athletics, and all of its invested professionals, to define our sense of what it means to encourage women to develop a sense of the joy of movement, a confidence in the agency of the body and the self, a physical pride, and a pleasure in interacting with other bodies.

If we define equity in a way that allows us to fund some of the arenas that women have chosen in large numbers, we not only meet the needs of more women, we set a good example for men. We should not be engaged in inciting women to imitate a developmental trajectory through competitive sports that has some destructive elements for both sexes.

I applaud the efforts of the federal government to make athletics departments take women athletes seriously. It is a travesty of equity, however, that as in so many areas, we only take women seriously when they are "measuring up" to a standard men have already validated, but many women and men have interrogated as finally not really worth all the hoopla and money.

The pursuit of equity should involve realizing that if we always measure women by a male standard, the standard will sometimes be progressive and appropriate, sometimes far too low, sometimes absurdly rigid. ▀

Editor's Note: Precision ice skating, currently a club sport at Miami University OH, will be a varsity sport next fall. It is to be a demonstration event at the 1998 Winter Olympics.

Mary M. Childers, Director, Office of Equal Opportunity and Affirmative Action, 6018 McNutt Hall, Dartmouth College, Hanover NH 03755; (603) 646-3197. A version of this appeared in the VOX of Dartmouth, January 22-February 4, 1995.

IT'S HER TURN

Award-Winning Leadership Program Casts the Net Wide

The benefits of this program include giving participants the broad view of college governance, teaching by modeling the servant leadership role of tomorrow's educators, and opening interdepartmental avenues of cooperation through group projects ...

— Susan Yarborough, participant

A new Women and Minority Leadership Institute at Florida Community College at Jacksonville is this year's winner of the "It's Her Turn" contest for supporting women on campus.

In the institute's first year, 34 women gained skills in leadership and networking to move up the ladder in campus administration.

Lesley Hodges, director of leadership development and training at the college, will attend a conference on The Soul of Leadership in October paid for by Women in Higher Education. Marge Dooley, director of resource development at the college, submitted the winning entry. Hodges credits a major part of the success of the institute to a directive by FCC President Charles Spence at the start of the program. President Spence advised them to "throw the net wide" in finding participants and developing eligibility requirements.

His directive encouraged them to provide an opportunity for a mixture of qualified women, Hodges says, including current administrators, faculty, professional and career staff at different levels. They would meet, mix and gain the leadership skills necessary to advance on campus.

In the Beginning

Hodges did a computer search to see who on campus met the institute's requirements: full-time employment, a master's degree, three years of professional or personal leadership experience, high scores on the Occupational Personality Questionnaire and two letters of recommendation.

Her search produced 235 people, whom she invited to an informational meeting about the new institute. Of the 235 invited, 80 attended the meeting, a 33% response rate to the "invitations." And of those 80, 50 applied for the program (a 63% rate) and 34 were accepted into the program.

The directors recognized and were sensitive to the unique and differing levels of experience among participants. They designated the five deans who took part in the program as "senior leaders," and those who had earned high ratings in the assessment process as "senior interns." Each intern, who will teach and lead future institutes, was paired with a senior leader as a mentor.

The Format

Participants met in day-long sessions every two weeks from October through December. Before and after each day's formal instruction, Dale Campbell, professor and director of the Institute of Higher Education at the University of Florida, met with them to set the tone for the meeting and go over assigned reading.

Although the institute brought in two consultants to address the group, most leaders were local campus talent. Experts from the college covered such topics as: How Organizations Work, State Educational Leadership, Interpersonal Skills, and Leaders as Partners and Change Agents.

Barely into the institute, however, participants suggested a new wrinkle to add to the program: participant research groups. So group work became a new component. Five groups of six to seven participants researched topics — such as adjuncts or technology — that are important to the college and of interest to participants. Each work group contained a senior leader and a senior intern.

At the end of the institute, the participants presented their proposals to the FCC's leadership council — the president, vice presidents, and district presidents of the component campuses.

The group reconvened in the college's electronic

classroom where participants, using speaking skills and technical aids they had learned in the institute, presented their research and ideas on current issues.

Topics included: the use of

adjuncts; the use of technology in the classroom; better serving full, part-time, traditional and non-traditional students; improving communications; and a master plan for improving customer service.

"It was a great opportunity for the college," says Hodges, "to have all these people together, doing research and working to solve real problems." The leadership council also looked at ways to work with participants and help them put their proposals into action.

The Cost

The program was started with a \$15,000 grant from the Florida Department of Education, which the college matched. The University of Florida gave participants graduate credit for attending the institute, at an on-paper cost of \$11,000 and an additional \$3,000 went for books.

The institute received funding for a second year, and is planning to design a prototype for a women's and minority resource applicant data bank. The data bank would cover the whole state system and notify those qualified when an appropriate position becomes available.

Next Time

Hodges plans to improve next year's institute by building in more time for participants to teach and learn from each other, to develop a more formalized mentorship opportunity, and maybe to meet every three weeks instead of two.

What she wants to retain is the spirit of collaboration. "Some may think we support competition because of the assessment," she says, "but we want to perpetuate a feeling of cooperation."

Contact Lesley Hodges at The Martin Center, 501 W. State Street, Jacksonville FL 32202; (904) 632-3163.

It was a great opportunity for the college to have all these people together, doing research and working to solve real problems.

—Lesley Hodges

Understanding Gender Issues in the Campus Workplace

Based on a presentation by Eugene Marsh at the American Association of Affirmative Action annual meeting in Chicago in spring 1994, with additional material from other sources.

Unless everybody wears unisex clothes, goes by Pat or Chris and gets a buzz cut, gender issues will remain a part of the campus workplace. As more women take campus jobs, the complexities of gender issues increase, due to conflicted expectations and appropriateness of behavior and shared goals.

The objective should *not* be to remove all vestiges of sex and gender among all players on campus, but to deal with them in a positive, equitable and constructive manner. As both women and men on campus learn to appreciate differences in style and even substance, forming symbiotic relationships, the result can be an increase in vitality, diversity and respect.

Some factors affect how women and men relate:

- **Early tapes.** Childhood experiences and messages from parents and siblings, teachers and employers, and colleagues and peers can continue to play in our subconsciouses for our whole lives, having a lasting influence on how we think the world is, or how we think it ought to be. Familiar roles creep back, just like when you go home they still treat you like "our little girl."

Because the messages are old, out-of-date and mostly inappropriate in today's world, they create a cognitive dissonance with the world as we know it. Today women have power, control their own destiny and live in an entirely different world than that of 50, 20, even 10 years ago.

How to handle it: The first step in counteracting the early tapes is to recognize them for what they are: inappropriate reactions. So your father said, "Girls don't need an education" and Mom said, "Girls don't have trains" and your first boyfriend said, "If you love me, you'll type my papers."

Recognize that it's whole new world; times have changed since mom wore browns and tweeds.

By the same token, it's important to recognize that those old tapes play not only in your head, but in the heads of those who surround you on campus: supervisors and secretaries, trustees and teachers. Acknowledge their existence, but plan to overcome.

- **Sexuality.** Women and men are different, and to ignore that difference is naive. An attraction between two people affects their relationship, no matter how professional they attempt to keep it. Just as a professor cannot possibly be impartial in grading a student who is also a date or a lover, so a supervisor cannot and should not be expected to objectively evaluate someone in a similar situation.

Differences in power can lead to charges of harassment, lack of neutrality and fairness and a wavering from an agreed-upon goal at work.

How to handle it: Since the workplace accounts for a major part of time spent awake, it provides a place to meet people who may become important in

your social lives. To survive, be aware of the negative effects of intertwining the work and social worlds, and the worst case scenario. ... and make plans for what to do if and when conflict occurs.

In the early stages, recognize that sexuality is a factor and try to compensate for it. Ask: "Would I accept this criticism from someone I'm not attracted to?" or "Would I reject this plan if he weren't so toady?" In later stages, the only way to remove the tension may be a transfer of staff or supervision.

- **Emotion in the workplace.** There is some truth to the stereotype that women and men have been socialized to express emotion in different ways, with women more frequently responding to disappointments with tears and men with anger. Some say this is a result of women blaming themselves for failures, while men are more likely to blame others or "the situation" or luck.

Both genders are uncomfortable with responses unlike their own: Women are embarrassed by men's angry outbursts, and men by women crying.

How to handle it: Calmly and serenely say something like, "I can see this has upset you. Perhaps we should discuss it at another time," before you punch out his headlights or go to a closet and scream.

- **Power, control and competition.** By nature, organizations are political and can be very competitive, alien turf to women who have not been trained in dealing with competition.

Studies of adolescents indicate that girls and boys respond to conflict differently. When conflicts occur, girls are more likely to stop the game to settle the dispute and mend the relationship.

Boys share a major objective of winning the game. They use formal rules to manage conflict, and if a major rule is broken, they suspend the game until there is agreement on how to deal with it. By relying on rules, boys are able to define relationships without sacrificing the game.

How to handle it: Since most traditional organizations operate in much the same way that men have been operating since childhood, women must learn the rules on issues of power, control and competition before they can hope to smash them.

- **Inclusion - exclusion.** Women and men often exclude each other at work, in informal situations like lunch or breaks, without even realizing it. Still in the majority in many campus units, men may unintentionally behave in a way to make women feel unwelcome. As a result, women may feel discounted and undervalued.

How to handle it: Since it is considered inappropriate to use a two-by-four upside the head in a place of higher education, a better idea may be to inform the transgressor that certainly you realize that his rude behavior is unintentional, but that you prefer not to be ignored, so you would appreciate his making a special effort to include you in plans.

If this is ineffective, reach for the two-by-four. ▀

Successful Leaders Combine Women's and Men's Ways

Women who want to succeed as administrators in higher education should look carefully at their sex-role orientation, asserts Katherine Adams, a counselor at Foothill College in Los Altos Hills CA.

Adams presented at the Women in Higher Education conference in San Francisco in January.

More often than not, it's psychological barriers, not a lack of ability, that keep women out of top leadership positions. Sex-role stereotyping is the most prevalent of the psychological barriers.

A tendency to stereotype sex roles leads to society viewing women under three distinct cultural "lenses": *androcentrism*, or male-centeredness; *gender polarization*, or superimposing male/female differences on all human behavior; and *biological essentialism*, considering male/female behavior and perspectives as a natural, unavoidable dichotomy.

More Gray Than Black and White

But people don't fit neatly into this dichotomy; they have a blend of traits stereotypically labeled "male" and "female" that comprise their sex-role orientation, which is defined as "behaviors and attitudes that indicates to others the degree of one's affiliation to maleness or femaleness."

By identifying the sex-role orientation of women currently in leadership positions, Adams hopes to help break down sex-role stereotyping.

Adams used the Bem Sex-Role Inventory (BSRI) to categorize women administrators as masculine, feminine, androgynous or undifferentiated. Her study included 53 women administrators at community colleges in California, half of whom were chief instructional officers and chief student service officers. Most were aged 46-50, and more than three-fourths earned \$70,000 or more annually. More than half had been in the field of higher education for at least ten years.

According to the BSRI, a person with a high *masculine identification* is ambitious, self-reliant, independent and assertive. A person with a high *feminine identification* is nurturing, gentle, understanding and sensitive to the needs of others.

An *androgynous* person combines both strong feminine and strong masculine characteristics in their behavior, while an *undifferentiated* person has no "strong tendency towards characteristics that are stereotypically either masculine or feminine."

Sex Role and Satisfaction

In conjunction with the BSRI, Adams used the Minnesota Satisfaction Questionnaire to measure job satisfaction. The MSQ measures both *intrinsic satisfaction*, such as feelings of accomplishment, and *extrinsic satisfaction*, such as the influence of factors like working conditions.

She found that women who describe their social sex-role orientation as androgynous have the highest level of *intrinsic* job satisfaction. Their high satisfaction level was closely followed by women who identified themselves as holding strong masculine characteristics. The least intrinsically satisfied were those in the undifferentiated group.

Although she found no significant relationship between salary and sex-role, "more than twice the

number of respondents in the androgynous category than in the masculine category fell into the highest salary range." And although 42% of those in the highest salary level scored 80% or higher on *intrinsic* satisfaction, only 15% at this salary level scored at 80% or more on *extrinsic satisfaction*.

Neither sex-role orientation nor level of satisfaction appeared to have any correlation to the participants' length of time in a position. And most women administrators seem to be highly satisfied with their jobs: 75% of those surveyed scored at 70% or higher for the level of general job satisfaction.

It's a Balancing Act

Balance and time present themselves as the greatest challenges for women administrators. Almost all participants found a great number of conflicts in establishing a balance between professional and personal lives. This was especially difficult for those administrators with children at home. One administrator observed that many women in higher levels of management were either single or at a stage in life where their families had grown up and moved out.

Another woman noted the need to take care of one's own health and well-being in order to be able to physically and emotionally handle work.

Time was also a source of great conflict for women administrators. A "thankless work schedule" and "incredible time commitment" frustrated a lot of the participants, though they accepted the drawbacks as part of the job.

Combine Women's Ways and Men's

The participants did not feel that being a woman was a disadvantage. In general, there was a sense that the combination of new leadership approaches, such as collaboration and participation, along with the traditional male models, produces a more androgynous approach to leadership that is becoming as prevalent as the old models.

To best take advantages of this positive trend, Adams suggests women seeking administrative positions in community colleges:

1. **Get a mentor or be one yourself:** The importance of having someone who acts as a role model, a source of information and support cannot be overemphasized. And, if you can fulfill this role for others, consider it your responsibility.

Women hold only 37% of the administrative positions in the California community college system. Nationally, women hold 40% of full-time administrative positions and 55% of part-time ones.

2. **Give up the need for perfection.** One woman noted that women feel they must know the job perfectly before entering it, while men will take the job and assume they'll learn it as they go along.

3. **Be clear and forthright about your ambitions, limits and goals.** If you aren't, how can others know how to help you make progress?

4. **Become aware of your own sex-role orientation.** If necessary, develop and refine the behaviors, such as collaboration and participatory management skills, that are part of an androgynous orientation. ■

DJ

RESEARCH BRIEFS

Campus Tolerates Violence

"It bothered me to realize that over the years, I've gradually accepted my overcautious lifestyle as normal," a woman student writes.

The New York State Task Force on campus security reported in 1993 that one in four college-aged women has been the victim of rape or attempted rape.

Since men commit 89% of all violent crimes in the U.S., the best way to make campuses safe is to "change the behavior of men," suggests Jennifer Scanlon, assistant professor in Women's Studies at SUNY-Plattsburgh.

Instead, she found that female students limit their activities and opportunities on campus out of concern for their safety, like not taking night classes or studying late at the library. In both physical and intellectual landscapes, campuses need to assess the ways in which they support a community that tolerates violence against women.

Sports. Athletes commit one-third of the sexual assaults on campus, and coaches often use female terms to insult players. "We are well-trained not to hold males accountable for male behavior, especially where athletics are concerned," Scanlon notes.

Fraternities. While members are one-quarter of the males on campus, they are responsible for 63% of all student sexual assaults.

The narrow definition of masculinity by athletes and fraternity members reinforces their violent behavior. Athletic strength and prowess, male authority, competition and winning are "male" and so valued; nonviolence, communication, vulnerability, and gentleness are negated as "female." This also leads many men to be homophobic, inhibiting them from emotional ties to other men.

Classrooms. Students arrive on campus "well trained that women's life experiences ... and their issues are not relevant to all learners."

White males come to class expecting to feel comfortable with the perspective of the material presented, she says. They deride classes that include women as

"women's studies classes," not normal classes. By catering to their attitude, the school reinforces the inappropriate power relationship between men and women.

How the campus distributes its funds also indicates its values. At SUNY-Plattsburgh, she reports, one quarter of the student association budget goes for sports.

The student's Center for Women's Concerns received \$737 last year, limiting it to only one session of a self-defense training class for women. Helping women develop the ability to fight back instinctively is considered the best interim solution to help women against male violence.

— *Initiatives*, Vol. 56, No. 3, 1994.

Women or Feminists?

Although feminists have a strong sense of belonging to a group with common goals, beliefs and fate, and a strong sense of being women, this same group sense does not extend to all women.

Instead, some women accept society's idea of femininity, that their relationships with men are of central importance in women's lives, note University of Michigan researchers Donna Henderson-King and Abigail Stewart.

This is also part of the ideology of sexism, which includes unequal relations between women and men, a devaluation of women, and the assumption of heterosexuality. Also:

- The "feminist" label is commonly rejected, even among those who hold feminist views.
- Women who do not identify themselves as feminists are not necessarily unaware of sexism, nor do they hold traditional attitudes about gender roles.
- Women who hold a strong sense of identity as women, but not feminists, did not tend to share a sense of commonality with other women, and they tend to be unaware of sexism and to accept traditional gender roles.
- Women who feel positive toward feminists are neither more nor less positive toward men as a group than are other women.

Sociologists could find no group consciousness among "women," but did find one among "feminists."

— *Sex Roles*, Vol. 31, No. 9/10, 1994.

Doing Research on Bias? Watch Out for Vignettes

Researchers have jumped on the bandwagon of setting up pretend scenarios, then manipulating the variables to indirectly measure gender bias.

The method is quick, cheap, clean and efficient. But, it may not be valid, researchers warn.

Problems include:

- **Generalizing from a simple vignette to a natural setting**, in which other elements and info and personalities can cloud the issue.
- **Generalizing from college students as subjects to the general population.** This is a problem when students are asked to respond to situations in which they have no experience, such as a job setting or jury trial, or when they have no motivation to care about outcomes.
- **Assuming that students respond honestly**, and that situations are not so transparent that students react in the socially desirable direction.

To increase validity, they say:

- **Consider the issue's relevance** to the subjects. Ask if their views of the issues are the same as that of the researchers. Pilot testing helps.
- **Consider the context.** Even the choice of "victim's" names connote a certain age, status, ethnicity, competence and attractiveness, which can skew the results. And clinical vignettes can leave out important identifying background information, which could lead to a wider variety of responses.
- **Consider the bridge to behavior** in a real situation. For example, use only subjects who are relevant to the questions asked, who can be expected to be knowledgeable and involved due to personal experience. Again, pilot studies can test a preliminary hypothesis before following up in a natural setting.
- **Provide more suggestions to translate the results** of the data to formulate social policy.

As an example of questionable data, researchers cite sexual harassment studies that frequently blame the professor. In real campus life, few students actually report perceived harassment, and few professors receive school sanctions.

— *Psychology of Women Quarterly*, December 1994.

THE LAST LAUGH

Women's Athletics: Not Just for Tomboys Anymore

Time was when sports weren't even in a girl's realm of thinking. Intercollegiate sports didn't exist for women. Nor did high school varsity sports. Instead, most high schools had an intramural club for girls that siphoned off their time and energy, while the boys had inter-city rivalries, as well as regional and state competition in several sports.

Even in the same sport, the rules made the women's games less competitive for "the weaker sex." In high school basketball, each team had three forwards and three guards, a player could dribble only three times before passing or shooting, and nobody crossed the center line.

In volleyball, each ball had to be hit three times before being sent over the net, and players in the front row could help lift a serve over the net.

Athletically inclined young women were called tomboys, not athletes, with all the associated pejorative connotations.

"She Must be a Lesbian"

Next came the era when the better the woman athlete, the more likely her sexual orientation was to be questioned. For some, the era remains.

On the college level, those who previously worshipped their high school gym teachers turned their adoration to campus women athletes.

At University of Wisconsin women's basketball games in recent years, an average attendance of about 300 meant most fans knew each other. They could arrive five minutes before tip-off, park 30 feet from the door and be assured of center court seats.

Now things have changed at Wisconsin, and at other schools around the country as well.

At Wisconsin, a new women's basketball coach brought vitality to the program. Not only did the team post a 20-9 record, but a family atmosphere at the games meant record numbers of fans, almost a 5,000 average with one sell-out of 11,500. Last year's 13-14 team drew an average of 1,770 fans.

At Texas Tech in Lubbock, they take their Lady Raiders seriously. Fans could watch ten of their basketball games live on TV, their average attendance was 7,263 per game, fourth highest in the country,

and their coliseum was sold out seven times. Coach Marsha Sharpe has her own weekly TV and radio shows.

Women's World of Athletics

The question is, now that women's athletics are gaining fans and credibility, is the men's model for athletics becoming the standard for women as well, and is that OK?

Are coaches expected to win or else? Are student-athletes expected to play hurt? How much revenue are women's teams expected to produce? Does the athlete part take precedence over the student part for student-athletes?

It's nice to see women's athletics gain in popularity, and young women with athletic inclinations called athletes instead of tomboys.

But before we adopt the male standard, we should evaluate whether this is the only, or the best, model to follow. Unless we do, you know who will get the last laugh.

MDW

Gender Equity Conference: Playing Fair

CEOs, presidents, VPs and anyone who decides athletic equity issues, would benefit from the First National Conference on Achieving Gender Equity in Athletics. It will be held April 29 to May 2, at the Washington State University at Spokane.

"We're looking at equity in a new way," says Marcia Saneholts, senior associate AD at Washington State. "We'll be showing decision-makers that it can be done. We're trying to create a change."

Featured speakers include Norma Cantu, head of the office of civil rights at the Department of Education; Donna A. Lopiano, Executive Director of the Women's Sports Foundation, and Mariah Burton Nelson, author of *The Stronger Women Get, The More Men Like Football*, as well as leading athletic directors, coaches and professors. Registration fee is \$395. For more information call 1-800-942-4978.

Oh, Those Terminal Degrees!

We're working on an article for the May issue called "Getting a Terminal Degree Need Not be Terminal." We need examples of women who have used creativity, innovation and special strategies to enable themselves to return to school for a terminal degree. If you are such a person, or know of someone who did it, please share your story. Call (608) 251-3232 or FAX 284-0601 by April 17. ☐

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Brown U's 'Biggest & Best' Women's Athletic Program is Biased

You can't shortchange women athletes, a U.S. court again told campus administrators.

Women student athletes last month won a precedent-setting victory against sex bias in athletics when a U.S. district court ruled that Brown University discriminates against them in violation of Title IX, the federal law requiring gender equity.

"If Brown University can't win this case, then I don't believe any university in the country can win it," Walter B. Connolly, Jr., a lawyer for the school, said in September, when the trial began. Echoing his statement was Robert A. Reichley, Brown's executive VP, who called the school's program "indisputably the nation's largest and best."

Although the ruling was not unexpected, it gives a major boost for women's sports, reinforcing that gender bias in campus sports is illegal.

"This is a major victory for women across the country," says Lynette Labinger, lead attorney for the athletes. It confirms that "Universities must provide women and men equal opportunities."

Labinger, in private practice in Providence RI, is handling the case locally for Trial Lawyers for Public Justice, a Washington DC advocacy group.

Wake Up!

"This ruling should serve as a wake-up call to universities around the country that they better start complying with the law or face a court order to do so," says Arthur Bryant, executive director of the trial lawyers group.

In a 69-page opinion that supports the women athletes on all counts, Judge Raymond J. Pettine says that, "At Brown, far more male athletes are being supported at the university-funded varsity level than are female athletes, and thus, women receive less benefit from their intercollegiate varsity programs as a whole than do men."

Although Brown offers about 16 sports each for women and men athletes, the sizes of the teams favor men. Football has 126 slots for men, while crew, the largest team for women, has just 50 slots.

0 for 3

Judge Pettine says that Brown has failed all three parts of the gender equity test, as developed by the U.S. Department of Education's Office for Civil Rights, which is responsible for interpreting Title IX

An End Around?

Failing to derail gender equity in campus athletics at the judicial level, those with a stake in the continued bias against women athletes have turned to the legislative branch of government.

On May 9, the U.S. House subcommittee on Postsecondary Education, Training and Lifelong Learning will hold an oversight hearing on the U.S. Department of Education's Office of Civil Rights enforcement policy on Title IX.

Instigators include two associations of football coaches and a coalition of coaches of other men's non-revenue sports, including swimming and wrestling. They fear that schools will take the easy way to gender equity by cutting men's sports, rather than examining their total athletic program.

Because this is only an oversight hearing, expect general grumbling about Title IX rather than specific proposals on how to amend it.

Attorney Labinger believes a goal of the May 9 hearing is "to interfere with this case."

of the Education Amendments of 1972:

- **Proportionality.** Women made up 51% of Brown students last year, but only 38% of athletes.
- **Continuing practice of increasing opportunities for women.** While recognizing Brown's "impressive history of program expansion," he cited the school's failure to do enough for women athletes recently.

- **Accommodating athletic interests of women.**

Although the university cited its own studies purporting to show that women simply are not as interested in athletics as men, the judge said Brown's women students testified that they were also interested and able to compete in gymnastics, fencing, skiing and water polo.

He gave Brown 120 days to prepare a plan to remedy the bias, but stayed that part of his ruling pending the university's vowed appeal to the First Circuit Court of Appeals in Boston.

In response, Labinger filed a motion to cut the 120 days to 21, saying Brown had known this was

coming and certainly has a backup plan in hand, and that the case cannot be appealed until after Judge Pettine has ruled on Brown's plan for compliance.

History in the Making

The case, *Cohen vs. Brown University*, started in April 1992, when nine women athletes sued to prevent the school from demoting their volleyball and gymnastic teams from varsity to club status.

Judge Pettine agreed, ordering Brown to reinstate the teams pending a trial, an order that the First Circuit Court backed up.

For 30 days last fall, Judge Pettine heard the case. Two days into it, Brown agreed to settle part of the suit by providing equal treatment for female and male athletes in recruiting, coaching, facilities and equipment. Both sides agreed to disagree on the issue of proportionality, whether females and males had equal opportunities to participate in athletics.

In the ruling, Judge Pettine gave Brown three options to comply with Title IX: cut all athletics, increase slots for women or decrease those for men.

When Brown lawyers noted that an adverse ruling would threaten men's teams, Pettine noted that schools have many options and the flexibility to comply with the law, even with limited resources.

Appeals Courts Back Women

Four other U.S. Circuit Appeals courts recently upheld women student-athletes in sex bias cases:

- **Third Circuit:** In October 1993, rejected the Indiana University of Pennsylvania's appeal of a ruling that it could not replace its gymnastic team with soccer, which would have further decreased its proportion of women athletes.

- **Sixth Circuit:** In December 1994, ordered a federal judge to reconsider a decision that failed to prevent the Kentucky state department of education and a state association of high schools from changing its girls' fast pitch softball teams to slow pitch, which would mean the girls could not get scholarships to play fast pitch softball in college.

- **Seventh Circuit:** In September 1993, upheld the University of Illinois decision to cut the men's swim team and others because men represent 56% of its students but 77% of its athletes.

- **Tenth Circuit:** In July 1993, affirmed a lower court order that Colorado State University reinstate its women's softball team at varsity status. The Supreme Court refused to hear CSU's appeal.

The Next Step

Brown has vowed to appeal the ruling to the U.S. Court of Appeals for the First Circuit, which has already ruled once in the athletes' favor.

Should Brown lose there, the next step would be the Supreme Court.

But Attorney Labinger says the Supreme Court is unlikely to accept a case when there is unanimity among the appeals courts, and every circuit appeals court to rule on gender bias cases has supported women athletes under Title IX. Stay tuned. ■

Information from *The NCAA News*, April 5, 1995; *Wisconsin State Journal*, March 30, 1995; Christine Grant and the University of Iowa Women's Athletics Department, Trial Lawyers for Public Justice and Attorney Lynette Labinger.

Wondering About Salary Equity?

The College and University Personnel Association (CUPA) 1994-1995 survey showed administrative salaries increased an average of 4.2% over last year, compared to 3.9% in 1994.

The report lists years' service and median salaries for women and men in 168 administrative jobs, at doctoral, comprehensive, baccalaureate and two-year schools. Some salary comparisons by sex:

	Doctoral		Two-year	
	Female	Male	Female	Male
CEO System	142,800	168,504	93,531	99,000
CEO Single Inst	138,800	155,500	80,000	93,318
Exec VP	NA	136,400	56,377	80,721
Chief Acad Offic	121,500	130,164	68,625	69,040
Dir Library Serv	86,800	88,725	43,867	49,576
Dir Inst Res	61,261	66,231	45,365	49,776
Dean, Arts & Sci	106,428	104,030	56,500	56,981
Dean, Business	114,222	132,986	55,401	55,000
Dean, Cont Ed	82,456	92,613	55,500	58,746
Dean, Rltd Health	90,700	100,560	55,267	60,143
Chief Bus Officer	107,000	113,896	56,160	67,873
Chief Fin Officer	104,506	95,004	51,516	61,750
General Counsel	85,950	95,348	68,573	63,600
Chief Pers/HR	77,903	73,875	46,225	57,989
Mgr Benefits	46,141	50,225	32,685	41,912
Dir AA/EEO	59,500	65,407	49,777	52,151
Dir Comptr Ctr	66,000	74,952	42,365	48,156
Mgr Payroll	41,004	47,435	31,624	38,770
Dir Purchasing	53,538	60,000	33,200	42,250
Dir Bookstore	43,708	53,000	26,671	36,725
Chief Devel Off	98,700	101,554	50,000	55,372
Dir Alumni Affs	51,500	69,282	27,533	30,997
Dir Info Off	54,106	58,245	36,196	37,276
Chf Std Aff Off	96,300	100,388	60,119	61,048
Chf Admis Off	58,922	74,150	42,000	46,602
Registrar	60,500	65,560	36,496	46,468
Dir Stu Fin Aid	60,453	61,897	38,563	43,327
Dir Car Dev/Plc	51,535	56,780	33,048	43,394
Dir Std Cnslng	55,406	63,081	40,490	47,826
Dir Athletics	76,147	92,463	38,000	45,591
Dir Confs	45,175	55,555	33,084	41,321

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WOMEN

IN HIGHER EDUCATION

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NEWSWATCH

Universities Punish Two Professors for Physical Harassment of Women

Syracuse and Boston Universities have come down hard on two professors whose hands got them in trouble.

At BU, a faculty committee found Aryeh Motzkin guilty of putting his hands under a faculty member's sweater, and of trying to take a student to a hotel.

After the university fired Motzkin, he sued in district court, claiming that the drugs he took for mental conditions "cause disinhibition in certain actions so that an individual may engage in inappropriate conduct," so constitute a disability.

At Syracuse, well-known poet and novelist Stephen Dobyns was suspended for the rest of the semester after he threw a scotch in a grad student's face at a party after she challenged his comments about her breasts.

A faculty committee is investigating other sexual harassment charges against Dobyns, who has taught creative writing at Syracuse since 1987.

Dobyns apologized and said he would seek help for alcoholism, according to *The Chronicle of Higher Education* for April 21, 1995.

British College Principals Quit Club

To protest the exclusion of women from full membership in a prestigious London club, the principals of 69 of the 73 colleges in the universities of Cambridge and Oxford have resigned their memberships.

Founded in 1823, the United Oxford and Cambridge University Club still bars women members from its main staircase, library and bar.

The protest started in January, when Oxford professor David Butler publicly resigned his membership and asked colleagues to join him. He noted that women now make up 40% of the students at Cambridge and Oxford.

Military Academies Harass, GAO Says

Despite assurances that several recent high-profile scandals have reduced sexual harassment in the military, a recent report from the General Accounting Office shows that military academies still aren't nice places for women students.

In May 1994, the GAO surveyed women at the air force, military and naval academies, as a follow-up to a 1991 study.

- **Physical contact.** Between 36% and 42% of the women at each academy report that they had experienced "unwelcome, deliberate physical contact of a sexual nature." The earlier study did not ask about physical contact.

- **Verbal harassment.** About 66% of the women reported that they had been subjected to sexist and abusive language, an increase from those reporting harassment in 1991.

Academy representatives denied the findings.

San Francisco State Drops Football After Examining Costs, Priorities

Football had to go because it was consuming too big a slice of the athletic pie, according to Robert A. Corrigan, president of San Francisco State University. It is one of the first schools to cite gender equity as a key reason for dropping football.

In an editorial in *The NCAA News* April 12, Corrigan said his decision reflected many factors.

A consent degree requires that by 1998-1999, in all 21 California State University campuses the percent of women athletes is within 5% of the number who are NCAA eligible. Women now comprise 59% of the eligible students, but only 34% of the athletes. If the number of male athletes remains constant at 190, Corrigan said, it would require funding 219 women athletes.

Since the athletics budget of almost \$500,000 would support 134 class sections, he said, "It is simply not possible—or justifiable—weighing our academic and operational needs, to provide additional sports dollars.

"Furthermore, budget analysis shows the high costs associated with football have limited the opportunities for both men and women on other parts of our athletic program."

SFS is adding women's tennis, expanding other women's teams, capping men's teams, and expanding budgets for minor sports, he said.

"The end of football at San Francisco State can enhance opportunities for minority athletes," he says, since they "will have richer opportunities in a better balanced sports program."

Stanford Admits More Women for Fall

For the first time ever, Stanford University has admitted more women than men to a frosh class, 51.4% women, compared to 49.5% last year.

Women receiving more offers of admission to the Class of 1999 reflects a national trend, with more women pursuing higher education and women comprising 53% of the high school students taking the SAT, notes James Montoya, Stanford dean of undergraduate admissions and financial aid.

Nearly half the 2,900 admitted students had straight A averages in high school. Stanford expects 1,580 new students to enroll this fall.

CUNY Addresses the Restroom Issue

"We can't have women here because there are no restrooms for them" is a common excuse for sex bias.

But at 11 senior campuses at the City College of New York, officials want to increase the number of facilities for women in 190 campus buildings, while renovating restrooms to serve people with disabilities. Currently only 41% of the 9,547 fixtures serve women, who comprise almost two-thirds of CUNY students and complain of long waits between classes.

"It's a serious issue but everybody laughs about it," commented spokeswoman Rita Rodin. Many of the campus buildings are older, built to serve a student

body comprised of more men than women.

Renovations are expected to cost about \$200,000.

Retaliation Costs San Diego \$960,000

It just wasn't right that the dean of the law school at the University of San Diego sought reimbursement for expenses unrelated to her duties, including groceries, toiletries and dog food.

But when Assistant Dean Marilyn L. Young reported the questionable expenses to campus officials, her complaints weren't taken seriously.

Finally she sought advice from a faculty member, who along with two other professors approached President Author E. Hughes.

In 1993, Young was fired from the private university, reportedly because she "betrayed trust, confidence and loyalty" by going behind the dean's back and giving confidential information to officials and the faculty. The dean's sloppy record-keeping was the culprit, not fraud, school officials contended.

In March a superior court jury awarded Young \$960,000, which the University may appeal.

Prior to her dismissal, Young had been at the school for 11 years. Part of her \$70,000 job as assistant dean for administration was reviewing expense accounts for law school officials.

Dean Kristine Strachan came to USD in 1989 as one of the first women to head a U.S. law school.

Women Lose \$3 Million in Scholarships

It's no coincidence that only 42% of semifinalists still eligible for National Merit Scholarships are women, though 56% of the test takers were women.

It's because the standardized PSAT test used to rate the students is biased against women, says FairTest, a national watchdog group.

Based on its estimates, women students will lose about \$3 million in scholarships because a biased standardized PSAT wrongly predicts that women students perform worse in college than do men.

Last year FairTest filed a complaint with the Department of Education's Office of Civil Rights charging the Educational Testing Service and The College Board with gender discrimination for their roles in the National Merit Scholarship contest. The OCR is investigating.

A report from the testmaker concluded that it "under predicted the academic achievement of female students in mathematics and in the broad spectrum of courses taken by science and non-science majors."

CUPA Guide Prevents Harassment

A new manual published by the College and University Personnel Association helps campuses define, identify and prevent sexual harassment.

Author Ben T. Allen, Esq., suggests that campuses need to create a policy that effectively prohibits harassment, make sure everybody knows about it, create an organizational culture that supports the policy, and publicly enforce it.

Preventing Sexual Harassment on Campus is available for \$13 to CUPA members and \$18 to non-members. Order at (202) 429-0311, ext. 395.

Research Postdocs Available at Chicago

Three postdoctoral fellowships at the Center for Research on Women and Gender at the University of Illinois-Chicago are available to promote collaborative and multidisciplinary work on women's health, work and culture.

The one-semester appointments provide salaries of \$18,000 for junior and \$30,000 for senior fellows, plus benefits and privileges.

June 1 is the deadline for spring semester 1996. To apply, send letter of intent, CV, 2,000 word description of the project and three letters of reference to the Center at 1640 W. Roosevelt Road (M/C 980), Chicago IL 60608-6902. For details, call (312) 413-1924 or FAX (312) 413-7423.

STAYING TUNED...

Court To Citadel: Admit Her to the Corps

The fat lady is singing, and officials at The Citadel don't like the lyrics sung by the three judge panel of the Fourth Circuit U.S. Court of Appeals, telling them to admit Shannon Faulkner in August as its first woman cadet in 152 years.

But the court left the door ajar for The Citadel to pursue two other alternatives: become a private institution, or create a comparable program for women by this fall, which officials vow to do.

Last year when Virginia Military Institute was under a similar court order, its foundation struck a deal with nearby Mary Baldwin College to create a women's leadership institute that bailed out VMI and allowed it to remain all-male.

Although the appeals court approved the VMI plan in January, the Justice Department is expected to appeal to the Supreme Court, whose response would influence The Citadel case as well.

"The daughters of Virginia and South Carolina have every right to insist that their tax dollars no longer be spent on what amount to fraternal organizations whose initiates emerge as full-fledged members of an all-male aristocracy," wrote Judge Kenneth K. Hall in The Citadel's appellate verdict.

"Though our nation has, throughout our history, discounted the contributions and wasted the abilities of the female half of its population, it cannot continue to do so. As we prepare for the 21st century, we simply cannot afford to preserve a relic of the 19th."

Attorney Val Vojdik, who represents Faulkner, expects dozens more women to join her there, noting that The Citadel has received more than 140 requests for applications from women since last July, when a federal court first ruled that she must be admitted to the corps.

Faulkner's gender-neutralized application to The Citadel in 1993 was accepted, until officials realized she was a woman and then rejected her.

Correction

The University of Colorado does not have a men's varsity hockey team. The independent schools Colorado College and the University of Denver do.

Does Your Leadership Development Program Perpetuate Elitism?

As you move into positions of influence and power, of course you want to skip your predecessor's mistakes of excluding those who are different, and aren't so privileged. But do you?

To be inclusive is difficult, because it contradicts human nature, which encourages us to associate with those who are most like us. This predisposition kept, and continues to keep, women from sharing power and leadership equally with men.

Norma Melone, chair of General Education and Support Services at Indiana Vocational Technical College in Lafayette, discussed the elitism of leadership at the National Conference on Ethics in America at the University of California-Long Beach in February.

She offered ideas on how women in power on campus can assure that their leadership programs include those with diverse backgrounds and views.

A Lofty Goal

The goal of the leadership movement of the 80s was an "educated community" working together to identify issues and social responses, Melone says.

Leaders would be "servants committed to the community" who would stay above self-interests.

But "Today's leadership represents little more than a new generation of the old boys' network," Melone asserts. "Its participants are overwhelmingly well-educated Caucasian males in their 30s and early 40s."

How did a movement with such lofty goals wind up as just another exclusive power structure?

Women Can Lead the Way

Women who have achieved power and access to "old boys'" networks are the key changing the system. If women, formerly powerless in the political realm, exclude members of their own communities who are currently powerless, they perpetuate the belief that one group knows best what another group wants and needs. Emphasizing why this is wrong, Melone quotes from Paulo Freire, a Brazilian activist and educator: "I cannot think for others, I cannot think without others. Nor can others think for me."

Economics Indicates Support

Money, not surprisingly, is a major impediment to inclusiveness in the leadership movement, according to Melone. The program registration alone can cost up to \$5,000, excluding indirect costs for travel, lodging, meals and child care.

Some institutions provide scholarships, and also sponsor their employees. But when they do, they expect to get something back for their investment. Too often, their expectations have more to do with furthering their own self-interests and the status quo than with what's best for their community.

Another major obstacle to wide representation is the time commitment. The programs generally meet

during the regular work week. Unless your employer is a sponsoring institution, you may have to negotiate so you don't lose salary or vacation time while you attend.

Selective Advertising

How the program is advertised affects who finds out about it and who doesn't. Leadership programs tend to use established networks and traditional publications for advertising. Unless you subscribe to the right ones, or are already part of an establishment network, you won't find out about the opportunities, or will find out too late.

Finally, each program screens its applicants. The criteria for screening does not always consider diversity. As Melone suggests, people favor others who are most like themselves, who don't challenge their comfort range. If current leaders of the institutions are

on the screening committees, they may not value diversity as highly as they value a similar educational background or status.

At one state leadership development program, Melone found that the primary diversity

—Norma Melone

variable in a group of participants was whether they were Democrats or Republicans!

Questions for the Planning Stage

To assure a climate of inclusiveness in training programs for leadership development, ask:

- **Do donors support a diverse representation?** When looking for donors to fund an initiative, you may need to do a little remedial educating.
- **Will the meeting time and place exclude people who have disabilities, who lack private transportation, who work inflexible hours or who have family responsibilities in addition to work?**
- **Is financial assistance available for those who could not otherwise afford to participate?** Is there a way to cover child care costs as well?
- **What's the screening process for potential participants?** While it's easiest to include only those most like ourselves, is it the best way to reach your goal? Should you actively recruit from other groups? And do you consider other viewpoints, as well as other ethnicities and experiences, to increase diversity?
- **Have you clearly articulated your goals?** If not, you may find yourself doing nothing more than preserving the status quo at best, and actually serving the interests counter to yours at worst.

Melone suggests that organizers recognize that the potential to create a new elitism exists whenever formerly powerless groups find themselves with power.

Actively resisting the tendency offers the best chance to change society for the better. 

DJ

Getting a Terminal Degree Need Not be Terminal: Part I

It was the worst period of my life. As I look back, it's no wonder I lost my health, my family, my perspective and perhaps my sanity. They put you in a meat grinder and you come out in little pieces ... if you come out at all.

For most graduate students, the time and energy and money invested in getting a terminal degree becomes a stiff price.

And for women administrators who are going back for a terminal degree, it can be devastating. Used to leading instead of following, you are expected to jump through an almost endless set of academic and administrative hoops, ignoring all other aspects of your life.

Although men graduate students face the same expectations, the effects can be disparately stronger on women, who are still expected to fulfill family, household and homemaker responsibilities.

Not only do you try to continue your "day job" as an administrator, you take on another full-time job as a student. Along the way, you repeatedly question whether it's worth it. Many answer in the negative, and reroute their planned career paths.

The Big Carrot

Interview top leaders of colleges and universities, and virtually all will tell you that a terminal degree, either a PhD or EdD, is a necessity for advancement to the upper ranks.

Those aiming for top jobs in top research schools feel they need the academic PhD in a discipline for respect, while others find an EdD offers the philosophical and practical knowledge more useful for administrative careers in higher education.

Check a directory of colleges and universities, and you'll note that virtually all the men listed at the top spots as presidents, vice-presidents, chancellors and provosts have the coveted "Dr.," while women listed as "Ms." are clustered at the ranks of directors and coordinators.

Since 1989, women have earned a majority of the graduate degrees granted in the U.S., 165,200 that year, and the trend is towards more women returning as adult students.

Why the Masochism?

Although most administrators seek terminal degrees to protect or enhance their professional marketability, for some it's a now-or-never decision. Of the returning adult students, 83% are at a turning point in their lives due to divorce, an empty nest, a dead-end job or a new career beckoning. They're ready for a new challenge.

But counselors warn that those students who go back for someone else, at a supervisor's suggestion or due to raised minimum standards to keep their job,

are more likely to fail than those whose motivation is internal.

Also beware of considering a new/different/terminal degree as a panacea, warns Jane Jervis, president of Evergreen State University in the April 1995 *WIHE*. She finds that many women believe the next degree is the magic that will solve everything, when a degree really is only a small part of the requirements for a job.

Internal vs. External

Traditional degrees require students to appear on campus with great regularity several times a week, sit at the feet of professors and immerse themselves in the academic culture, so that someday they too can perpetuate it. "There's a certain snootiness about them," notes one disciple.

Renée Rabinowitz, now legal counsel at Colorado College, went back full time for a law degree at age 40. "I wanted to go full-time because I didn't have that much time left," she said.

A PhD in English, she had taught psychology at Indiana University for three years when she took a self-administered test that showed "my profile fit that of a woman lawyer very closely." That was in 1978.

With teenagers at home, a husband who provided food and shelter, a 75-year-old mother who helped with tuition and a fellowship, she went back to law school at the University of Notre Dame.

"I got a C the first semester and thought I'd made a big mistake and was ready to quit. But my mother said she'd already paid a year's tuition and I had to stick it out, so I did," she recalls.

Having beaten out 300 applicants for the job as legal counsel at Colorado College, she calls it, "The best decision I ever made."

Distance Learning

A growing trend in higher education is distance learning. Hundreds of schools have catered to the market of geographically bound students by setting up external degree programs, where one can get a terminal degree by taking one or two courses at satellite campuses on weekends over a period of years.

Residence requirements become a matter of weeks at the end of the process, rather than at least the last year on campus for the traditional terminal degree.

Both costs and overall time required can be higher for those getting external degrees.

"I'll be paying for this degree long after I get my first Social Security check," jokes Lynn Magnuson, who is attending Nova University Southeast as a distance learner at a cost of \$600 per credit, plus the cost of a babysitter for her six-year-old.

Although she would prefer to be in a PhD program at the University of Arizona, where she works as a nursing resource manager, she doesn't feel she "fit

I'll be paying for this degree long after I get my first Social Security check.

into their student population."

Another distance learner is Judith Talbot, an administrator in the school of education at California Lutheran University who is working on an EdD degree from the University of LaVerne.

She chose distance learning because she believed, "it is possible within my lifetime."

Her classes meet six weekend days a semester for eight hours a day, followed by an eight-day seminar on campus at the end of the semester that fulfills the residency requirement.

Her investment will be three years of classwork plus one year of doing a dissertation, at an estimated cost of \$6,000 a year.

Who Pays?

For many women, the cost of getting a terminal degree is the major deterrent. For others, creative strategies have enabled them to work toward terminal degrees. Their common denominator is setting up a win-win situation, where they fill a need at work on campus at the same time as they advance their own academic credentials.

Some manage to develop a course of study and research proposal that benefits their current unit, and receive support from the unit while they get their degree.

At the University of Miami FL, a faculty-in-residence program has five faculty members living in apartments in residence halls. Upper class students get to know them personally, share meals and interactions, exchange ideas at floor discussions.

Although the program was set up for master faculty, at one point there was a shortage of applicants, so a woman completing her doctorate there filled in. The symbiotic arrangement worked.

"I never thought I'd turn 40 living in a residence hall," she said, "but here I am," complete with husband and children.

The arrangement provided free room and board, and easy access to her classes on campus.

Having a family around humanizes the campus, and students behave better in their presence, she notes. The student residents have adopted her children, decorating their own rooms for holidays and encouraging the children to trick-or-treat down the halls at Halloween.

Negotiate What You Need

While her alma mater was desperately seeking a dean of technology but unable to afford to pay the going rate, Angela Morris (not her real name) was contemplating leaving the world of business to get a terminal degree. What she sought was having the most options for her future career.

So she negotiated an arrangement with the president of the college that benefits both. She took a 45% salary cut, but got the school to pay for tuition, books and mileage while she takes classes toward a PhD at a university three hours away.

Although it's understood that she'll be out of the

office attending classes one day a week, she finds that, "Time off is a nebulous term. The expectation is that the work will get done anyway."

Now finishing her third year of classes and thinking about a dissertation, she says, "I'll be delighted to have the degree, but I wouldn't recommend this killer schedule to anyone. It's the craziest thing I ever did."

She requested anonymity based on a business axiom: Never reveal to a colleague what *you* negotiated. She feels that academics don't understand the negotiation process as well as those in business, and the president having a business background helped her negotiate with him.

'Relatively Painless'

For Sarah Hardison O'Conner, getting the terminal MFA in creative writing at the University of Virginia took three years and only minimally disrupted her family life.

She and her husband went through it together. At

first, he was accepted into the program and she wasn't, but her taking graduate writing workshops in the continuing education

program enabled the professors to know her and her work, so next time her application was accepted.

Having been isolated at home raising children, she was delighted to return to the stimulating atmosphere of the classroom. With the children in school during the day, babysitters filled in only if classes were at night.

"Money was tight, but by using our meager savings, taking only one or two classes a semester, and borrowing from parents, we were able to pay the tuition," she says.

"The drive across the mountain to Charlottesville quickly became something we both looked forward to. We had time to talk during the drive, and after class we visited our favorite beer and hamburger joint.

"It took three years, but was relatively painless. I kept my sanity, our family life was only minimally disrupted, and I was even able to enjoy the process," she says.

After graduation in 1990, she taught English part-time at James Madison University and now does public relations for Mary Baldwin College.



Women's graduate school experiences can be as different as day and night, but they all reflect whatever compromises and adjustments the women were willing to make to follow their dreams. Some become nightmares, while others are the best decisions ever made. ■

Next month's June issue will feature Part II: Lists of practical strategies and tips from the personal experiences of two women students who are pursuing degrees, one a traditional on-campus student, and the other a distance learner.

Advice to Junior Faculty: Select Committees, Involvement Carefully

"Carefully observe the behavior of a young wolf aspiring to join a pack. If you think you can depose and replace the leader, attack him/her directly. You will either succeed or be maimed in the attempt. The alternative behavior is to infiltrate the pack with the requisite submissive postures and activities."

— Advice from a male faculty member

If you're an untenured woman faculty member, chances are you'll be invited to join several departmental and college committees. Feeling a mixture of honor and obligation, you'll accept.

Little did you know, your choice of committees, level of involvement and visibility will directly affect your professional future at your school.

Darla J. Twale, associate professor in leadership and technology at Auburn University AL, offered advice for junior faculty at the Women in Higher Education conference in San Francisco in January, sponsored by the University of Texas-El Paso.

Twale suggests that department chairs need to spell out for new faculty how service involvement is weighted and rewarded, and give guidelines on where to get involved and how much.

Based on responses from 57 female and 36 male faculty members of the University Council for Educational Administrators who teach educational leadership at major research universities, Twale reports that your male peers will be far less likely to join committees.

And should they accept, the committees will be university-wide with more power and prestige.

The sample: In comparison to men faculty in the study, women were younger (median age 40s vs. 50s), less experienced (9 years vs. 19 years), of lower rank (82% assistant and associate vs. 58% full profs) and untenured (51% vs. 11%).

Committee Reports

"Women expressed less satisfaction with department level service," Twale reports. They are afraid to speak up, because their tenure eventually will be voted on by other committee members.

But women faculty continue to serve on more committees than men, she notes, many of whom "have been there 20 years and don't do anything."

The committees women serve on were more likely to deal with specific issues: women's athletics, student services, teaching effectiveness, curriculum, harassment, minority and equity matters.

Male faculty members were more likely to serve on these broad-based committees: grievance, promotion and tenure, budget, awards, admissions standards, senate, strategic planning, policy.

Perceived Power

In relating their experiences in making decisions and policies, faculty reported few gender differences, except that women felt they were formally appointed to more leadership roles, yet men felt they were more often informally consulted by colleagues on policy and decisions.

Men faculty reported believing that they have significantly more power than women on every single item asked, including understanding how their campus power structure operates, having power within the campus hierarchy, and influencing departmental tenure and promotion decisions.

Hold It!

Advice from 33 faculty women and 24 men who have been there provide insights to junior faculty.

"It may not be right," one man said, "but that is the name of the game — publish, grants and contracts." Lamented one woman: "We are asked to refrain from involvement, to publish, and get tenure; I think that norms must change."

Socialization into the System

Educate yourself about your school's systems, norms, expectations and guidelines, to see how much service counts to get tenure. Weigh actions more than words; they may say service counts, but ignore it at tenure time.

"Find a good mentor and listen to him/her," one woman advised. Another suggested that senior women faculty should "make a solid effort to reach out" and that "Deans should have an on-going orientation and advice session for junior faculty throughout their pre-tenure careers."

Making occasional forays into campus governance helps junior faculty understand how the system works, and prepare themselves for future contributions to it, one woman suggested.

Selective Involvement

Women and men faculty both advised against getting "too involved too early" in campus affairs. A male faculty member advised that "governance and other activities should be avoided until a line of research in one's teaching area was established."

Other advice included: limit service to low risk, choose important committees, don't overextend but rather get involved incrementally, keep your finger in professional associations and consider the "costs" associated with added activities.

Political hazards cannot be ignored. "New faculty need to look out for the old guard ... in terms of the acceptable old values or ethics—the political is alive and well," a woman warned.

"Far too many junior faculty are praised and sought out for governance issues/committees and then chastised by the same people for not learning to say 'no'," another woman learned.

"Select your committees carefully and stay away from those ... dealing with potentially explosive issues," a woman said. Another called her activities "extraordinarily time consuming—often symbolic involvement—tending to keep folks busy with ... noisy attention to marginal matters."

Instead, "choose important committees where people will learn to respect you and your opinions."

Visibility and Networking

Establishing and maintaining contacts with off-campus members of the discipline is important to improve visibility, get personal support and provide opportunities to collaborate, they said.

"Understand the importance of establishing oneself in the professional community, in association leadership, publication, and presentation," a male wrote. "After tenure, expand service to include university-wide and college-wide committees," another suggested.

DJ

RESEARCH BRIEFS

Research Texts Start to "Get It" on New Methods

Since textbooks are a major force in training future researchers in defining and conducting research, their standards both reflect and influence the field.

Two Michigan State University researchers, Rebecca Campbell and Pamela J. Schram, assessed methods texts in psychology and general social science on being non-sexist and on acknowledging the current feminist challenges to traditional male research styles.

From the Michigan State database of 1,449 texts, they chose 40 for content analysis (21 general social science, 19 psychology) based on availability and publication.

- **Non-sexist language.** While 83% used non-sexist language, 18% still referred to both sexes as "he."

- **Epistemology.** Although 48% did not mention epistemology, or "how you know what you know," of those that did, 45% of the texts presented information "inconsistent with the feminist approach to science." A hierarchy exists in which "scientific knowledge is assumed to be superior."

- **Objectivity.** In 43% of the texts, there was no mention of objectivity. Those that did stress the importance of establishing and maintaining objectivity failed to provide adequate instruction on how that's done. Only 15% questioned the existence or importance of objectivity.

- **Researcher/subject.** More than half the texts failed to mention the researcher/subject relationship. Only one text discussed the importance of the researcher adequately understanding the world of the subject, in order to conduct accurate research.

- **Qualitative methods.** More than half (55%) did not even refer to non-quantitative methodologies, and those that did considered them "not as scientific" and "stepping stones" to the "more scientific" quantitative methods.

"The results from this study are extremely discouraging, yet are

not surprising in light of the ostracism feminist scholarship has faced in the academics, and the profit-driven focus of college textbook publishing," researchers conclude.

As remedies, they suggest that faculty select texts that at least partially address the issues, supplement them with articles that do reflect the concerns, and encourage textbook publishers to include them in future revisions.

They lament that psychology and general social science lag behind other disciplines, such as anthropology and education, in "acknowledging the limits of logical positivism and exploring ideas of scientific realism."

— *Psychology of Women Quarterly*, March 1995.

Canadian Athletic Directors Report: They're in Control

Amid charges that athletic departments are isolated from the academics of the school, a Canadian researcher found that ADs consider their departments relatively independent of outside control.

Responses from questionnaires and interviews with 34 Canadian ADs ranked the influence of the department itself, as well as the university's central administration, athletic board, student-athletes, alumni, media and nine other elements, on seven activities.

Alison Armstrong-Doherty, of the University of Western Ontario, found that central administration shared influence only over securing funds and hiring, while the faculty, board and athletes had a small amount of control over hiring.

Discussion notes that in the U.S., this lack of "institutional control" has been blamed for many problems in athletics. And student-athletes rate low-to-moderate in control, although ADs consider them the most direct beneficiaries, not the student body in general.

U.S. student-athletes have lost their initial control to the alumni and the faculty, she notes, while Canadian students lost out to alumni and administration.

It is unclear whether a lower

profile for university athletics in Canada is a cause or an effect of more institutional control there.

— *Sociology of Sport Journal*, January 1995.

Women Better At Non-Verbal Communication

Not only are women more skilled at sending and receiving non-verbal messages—they also *know* they are better.

Researchers Nancy Briton and Judith Hall of Northeastern University MA measured beliefs held by 441 undergrads (183 women and 258 men), and the accuracy of their stereotypes.

First, they had students rate hypothetical men and women on 20 items: frowning, laughing, using hands expressively, interrupting.

Next, they used a meta-analysis of 231 previous observational studies of nonverbal gender differences and correlated their beliefs with the measured gender differences.

Both women and men were quite accurate in predicting the pattern of gender differences, and they agreed "remarkably well," with a correlation of .92.

Participants saw women as more fluent, skilled and involved communicators, while men were less fluent and skilled, and more restless and loud.

Specifically, hypothetical women rated higher on: interacting with others at close distances, recognizing faces, smiling, gazing, having an expressive face and voice, paying attention to non-verbal cues, using hands to communicate and laughing.

In contrast, hypothetical men had more stammers and false starts, interruptions, restless feet and legs, "ums" and "ahs," loud speech and touching themselves during interactions.

Researchers were puzzled by why women tended to rate other women higher. Three suggestions were: women exaggerated socially desirable traits in their own gender, or the ratings were subconsciously self-ratings, or women were quite accurately describing their own experience in communicating with other women.

They attributed the gender differences to socialization of gender-appropriate behavior.

— *Sex Roles*, January 1995.

Individualism Vs. Community in the Higher Education Culture

Like the Western culture it is part of, higher education in North America values individualism over the collective culture that emphasizes harmony among people and typifies Eastern thought.

On campus, it translates into a cultural model that stresses objectivity, separateness, competitiveness and hierarchy.

In contrast, women tend to work and learn better in an environment that emphasizes connection over separation, understanding and acceptance over assessment, collaboration over debate. In short, one exemplifying the collectivistic pattern of behavior.

The result is that women themselves are undervalued on campus, according to Georgia State University Professor Lawrence J. Rifkin, who in January addressed the University of Texas-El Paso conference on Women in Higher Education.

"Women at every rank, in every field, and in every type of institution continue to earn less than their male counterparts in the 1990s," he said.

As an example, he cited a school at which a man was given the permanent position of assistant vice-president, while a female colleague of equal worth accepted an "acting" appointment.

The unit she entered was in disarray, so she had to make unpopular decisions in order for it to survive, he said. She is disadvantaged by being kept out of the informal communications because she does not play racquetball or attend sporting events, or use the male restrooms.

And, should she be successful, she still must compete for the permanent position after a nationwide search, trials that the man escaped.

Communication Interprets Symbols

Rifkin suggested that the differences between the collective and the individual approach are reflected in feminine and masculine styles of communication.

Communication is *interpretive*, in the sense that messages may not be sent purposefully, and *transactional*, with feedback going back and forth between the sender and the receiver. People create shared meanings, using symbols to communicate with others, who must interpret the message.

In addition, all communication occurs within a context, a frame of reference that enables one to decide what a specific action means, and is interpreted within the culture of one's environment.

Because the culture so pervades the self, people are unaware that the foundations on which they base their values and their lives are constructs resulting from stereotyped views, which can be traced to their origins of cultural communication.

Individualism Vs. Collectivism

In an individualistic culture, people are expected to look out for themselves and their immediate families only, the "I" takes precedence over the "we" and initiative and achievement are prized.

Individual goals are most important, relationships are adversarial and become win-lose conflicts, friendships are made for specific purposes, confrontational tactics are popular and students are conditioned to speak out and question in the classroom.

In a collectivist culture, decisions reflect what is best for the group, which is one's most important social unit. The emphasis is on loyalty, belonging and fitting in. Friendships are long-term, relationships are stable, and avoidance or third-party intermediaries are used to save face.

In return for absolute loyalty to the group, an individual can expect to be taken care of.

Rifkin illustrates the contrast between the two viewpoints by the individualistic (Euroamerican) maxim, "The squeaky wheel gets the grease" and the collectivistic (Japanese) maxim, "The nail that sticks up gets pounded."

Winners and Losers

The competitive individual needs to excel over others and distinguish oneself by seeing others fail.

Despite supposedly equal opportunities, women often are perceived in the "other" or "loser" category, in support and less critical staff positions.

Other consequences of the sometimes unconscious stereotyped treatment of women are overemphasis on advancement (which requires stereotyped male behaviors), continuing behaviors that are essential to social and emotional health but detrimental to promotion, and the belief that if women haven't succeed it's their own fault, not that of the family or community failing to support them.

Exclusionary practices also limit women, when policies for advancement are vague so that women must compete with each other by male competitive comparisons, to enhance one's own self-worth and exaggerate the negative qualities of others.

Increasingly, women are challenging the traditional signs of success, and reinforcing the cooperative nature of organization and society by valuing family, community and entrepreneurial ventures above advancement.

Recommendations

- Continue to question traditional ways of viewing society, promoting a collectivist style. Instead of representing the "other" as separate, excluded, inferior and marginal, consider them as having an advantageous viewpoint. Reframing the question allows a critical assessment of the dominant, individualistic culture.

- Establish the value of a community approach by making cooperation a more visible and salient alternative, changing the structures, work flow and business transactions.

- Recognize the value of women's life experiences to reframe social issues, knowledge and relationships. Without assuming that all women share the same experiences, recognize the fluid nature of boundaries between personal and work lives.

- Incorporate a cooperative work ethic into daily life. Modify individualistic tendencies by creating alternative ideologies, and reaching out to the majority with more collectivist solutions to issues.

- Learn to value relationships, accept the relativity of right or wrong depending on the situation and the changing of personal identities that recognizes renewal and flexibility. ▀

CAREER CONNECTIONS

Reach 10,000 women in higher education for only \$230. Call Mary Zenke at (608) 251-3232 by the 20th.

Merrimack COLLEGE

PRESIDENT

The Presidential Search Committee of Merrimack College in North Andover, Massachusetts seeks applications and nominations for the position of President.

Founded in 1947 by the Friars of the Order of St. Augustine, Merrimack is a coeducational, undergraduate, Catholic institution of the liberal arts and the professions located 25 miles north of Boston in the historic Merrimack Valley. Students from any religious background are welcome.

There are 1,923 full-time students, 1,009 continuing education students, and 123 full-time faculty. The college offers 20 majors.

The qualified candidate:

- must be Roman Catholic;
- must deepen Merrimack's dedication to its Catholic tradition, foster Augustinian heritage, understand, embrace, and support the Christian values espoused by the college, and promote the Catholic and Augustinian nature of the college internally and externally;
- must establish, with the Board, a strategic vision for the college;
- must have demonstrated success in public relations and fundraising, including a capital campaign;
- should possess distinguished academic qualification and have knowledge of the commitment to scholarly values, including an ability to guide the college's mission in a collegial manner;
- must support Campus Ministry, Student Life and co-curricular programs;
- must articulate a vision of the college's position in American higher education and help achieve that vision;
- must ensure overall enrollment management strategies; and
- must have extensive senior administrative experience and competence in financial management

The position is expected to be filled by July 1, 1995.

Nominations and applications should be sent to:

Mr. J. Richard Murphy
Chair, Presidential Search Committee
and of the
Merrimack College Board of Trustees
c/o The President's Office
Merrimack College
315 Turnpike Street
North Andover, MA 01845
Equal Opportunity Employer



University of Wisconsin-Eau Claire

Search Extended

Executive Director For University Advancement

The University of Wisconsin-Eau Claire invites nominations and applications for the position of Executive Director for University Advancement. Reporting directly to the Chancellor and serving as a member of the Chancellor's executive staff, the Executive Director supervises the functions of fund raising, alumni relations, news and information, publications and public relations. As the chief advancement officer of the institution, this individual is responsible for the creation, execution and coordination of all aspects of fund raising and university advancement.

Founded in 1916, UW-Eau Claire today is building a national reputation. Its quality undergraduate programs are cited by Martin Nemko in "How to Get an Ivy League Education at a State University," by Sheila Tobias in "Revitalizing Undergraduate Science" and in Money Magazine's 1993 College Guide, which notes that UW-Eau Claire is "worth a special look" among UW System institutions. With a current enrollment of 10,300 and more than 43,000 alumni, UW-Eau Claire's incoming undergraduates rank first in academic quality among the UW System's 11 comprehensive universities. Known as Wisconsin's most beautiful campus, UW-Eau Claire is located 85 miles east of Minneapolis-St. Paul in the heart of the Chippewa Valley, population 175,000 and the economic center of western Wisconsin.

Candidates will have a minimum of five years of significant demonstrated accomplishments in fund raising, as well as in many, if not all, of the areas of alumni relations, news and information, publications and public relations with an institution of higher education or other large organization; excellent communication skills and organization; and a minimum of a bachelor's degree with an advanced degree preferred.

Position available on or after July 1, 1995; compensation package based upon the candidate's qualifications and experience. Applicants should send a letter of interest, a resume, a current organizational chart and the names and telephone numbers of three professional references to:

Carole Halberg, Chair of the Search Committee
Executive Director for University Advancement
Office of the Chancellor
University of Wisconsin-Eau Claire
Eau Claire, WI 54702-4004

Nominations and applications must be received by May 17.

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.



Contra Costa Diablo Valley Los Medanos

The Governing Board of the Contra Costa Community College District announces an opening for the position of:

Vice Chancellor Business Services

To request an application packet & brochure describing the position, its qualifications, & the application procedures, contact:

Dr. Ann H. Duncan
Assistant Director of Human Resources
Contra Costa Comm. College District
500 Court St., Martinez, CA 94553
(510) 229-1000, ext. 400
Fax (510) 229-2490
Final Filing Date: May 26, 1995

AA/EOE



WICHITA STATE UNIVERSITY

Assistant Dean of Academic Outreach

Wichita State University invites nominations and applications for the newly created position of Assistant Dean of Academic Outreach. WSU is a major metropolitan state university serving 15,000 traditional and non-traditional students. Linking campus and community in the student learning process is a major element of its metropolitan advantage and mission. The Academic Outreach Division, formerly the Division of Continuing Education, provides as variety of credit outreach opportunities and workforce education/development programs and manages two major off-campus centers. This is a new position following reorganization and has broad opportunities for creating new programs that will link WSU creatively and productively with new kinds of partners such as secondary schools, community colleges, and vocational-technical schools.

Responsibilities: 1) Line responsibility for WSU Cooperative Education program, now serving more than 1,000 students annually; 2) Coordination of community-based student internships and independent study projects; 3) Preparation of grant proposals in "school-to-work" domain; 4) Liaison with local agencies and institutions involved in SCANS, Tech Prep, Work Keys, and similar programs; 5) General administrative responsibilities assigned by the Dean, and in particular, preparation of newsletters, annual reports, and other Division publications.

Qualifications: Master's degree (Doctorate preferred) and 3 years' experience as coordinator/director of Cooperative Education or similar program in a college or university; knowledge of national trends and priorities in workforce/technical education; demonstrated educational program development and management skills; excellent interpersonal skills, and ability to navigate within complex organizational structure; excellent writing skills including successful grant development experience; Postsecondary teaching experience and desktop publishing skills preferred.

Application: Position available 1 July 1995. Applications must be received by May 15, 1995. Include cover letter summarizing qualifications and reasons for interest in position, complete résumé, and list (names, addresses, phone numbers) of no less than three professional references to:

Dr. Jacqueline J. Snyder
Dean of Academic Outreach
Wichita State University
1845 N. Fairmount #22
Wichita, KS 67260-0022
(316) 689-3726

Wichita State University is an Equal Opportunity, Affirmative Action Employer.

Dean and Director of Minnesota Extension Service University of Minnesota SEARCH EXTENDED

The University of Minnesota invites nominations and applications for the position of dean and director of the Minnesota Extension Service. The Minnesota Extension Service (MES) is a major outreach arm of the University of Minnesota with faculty and staff throughout the state and on the University campus. The MES mission is to involve people in improving the quality of life and enhancing the economy and the environment through education, applied research, and the resources of the University. MES has a direct collaborative partnership with 14 University of Minnesota colleges and campuses, with a potential of drawing on resources from the entire system to fulfill its mission.

MES is a dynamic, responsive learning organization, demanding an administrator/leader who will inspire, challenge, and energize the organization toward continual transformation and renewal. The dean and director is the chief academic and administrative officer for this statewide organization, with authority designated by the Provost for Professional Studies and consistent with the Memorandum of Understanding between the Regents of the University of Minnesota and the United States Department of Agriculture (USDA). The dean and director will lead and build a shared vision for all MES educational programs and activities, including putting that vision into action through creative strategies and partnerships.

Other responsibilities are to administer the MES budget, personnel, and programs consistent with organizational mission and federal, state, and University policies; to create and sustain partnerships between MES and others in the University, including faculty, staff, and administrators for the coordination of outreach planning, delivery, and evaluation; to create and sustain productive relationships with internal and external groups including faculty and staff governance, county governments, advisory groups, elected officials, and regional and national land-grant and Cooperative Extension Service organizations; to develop and sustain a balance among long-standing constituencies for MES and new alliances and partnerships through clearly defined and well-articulated mission, vision, and goals for the organization; to support and reward excellence in outreach programming; to champion the role of outreach and MES within the University and beyond; and to foster/engender a climate that values and uses diversity in all its forms to enliven and make more inclusive the work of the organization.

Candidates for the position must have the following qualifications: An earned doctorate or comparable terminal degree; at least five years of successful administrative experience at the policy level in public higher education institution(s) or comparable complex organization(s); successful experience in creating an environment which sustains change, growth, and risk taking; evidence of strong human relations and communication skills, including demonstrated success in negotiation, conflict management, and public relations; demonstrated commitment to affirmative action and equal opportunity; ability to articulate the role of outreach and life-long learning for a land-grant institution in the context of changing higher education and a changing world. This position has a three-year, fixed-term academic administrative appointment in the University with the title of dean and director, with review for renewal during the third year. Tenured appointment dependent upon academic credentials. Starting date August 15, 1995.

Send nominations (postmarked by 5/8/95) or applications (must be postmarked or received by May 22, 1995) to: Chair, Search Committee for MES Dean and Director, 201 Coffey Hall, 1420 Eckles Ave., St. Paul, MN 55108; fax 612/625-0286. Complete applications must include letter of intent, current résumé, a one-page narrative on the candidate's vision for University of Minnesota outreach, and names of five contacted references. For more information or for a complete position description, call 612/624-3643.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Conference Announcement and Call for Proposals *Women in Action: Facing the Challenges of the 21st Century*

A National Women's Conference Sponsored by the
California State University, Long Beach
President's Commission on the Status of Women
March 28, 29, 30, 1996

The general theme of the conference will focus on women as change agents. The conference will serve as a national forum to encourage dialogue, to foster the exchange of ideas and viewpoints on issues affecting women; and to demonstrate how women's lives interrelate incorporate national, state and local keynote speakers, general interactive workshops. Topic areas are Education, Business, Politics, Health, the Arts, Social Issues, Family, Spirituality, and the Sciences.

Preliminary proposals for panels, presentations or workshops are being solicited by the program committee. Contact:
Carol Itatani, Program Chair
Biological Sciences
California State University, Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840
Fax: 310/985-2315



DEAN OF ACADEMIC AFFAIRS Prestonsburg Community College

Prestonsburg Community College invites nominations and expressions of interest for the position of Dean of Academic Affairs. The Dean of Academic Affairs is the Chief Academic Officer reporting to the President who reports to the Chancellor of the University of Kentucky Community College System.

Prestonsburg Community College is a dynamic multi-site rural college serving 2,100 square miles of mountain terrain in Central Appalachia. The college semester enrollment is 2,850 credit students (1,850 FTE). The Dean is responsible for programs on the main campus in Prestonsburg, a satellite campus in Pikeville, and other off-campus programs.

In addition, the Dean is responsible for leadership and direction of the library and learning resources center, continuing education and community services, off-campus and distance learning programs, developmental studies, humanities, physical sciences, biological sciences, and social sciences programs.

The College is seeking an experienced, committed and innovative educational leader whose qualifications include:

- a commitment to a comprehensive community college and the role of multi-campus, multi-site, and multi-instructional delivery systems;
- the ability to provide leadership in the following areas: distance learning, accountability and institutional effectiveness, integration of technology in instructional programs, accreditation issues, instructional assessment and evaluation, developmental studies, vocational education, continuing education, and transfer programs;
- the ability to lead the college in the development of new curriculum and programs;
- a commitment to continuing academic integrity of the college;
- demonstrated ability to work collaboratively and a commitment to team leadership;
- excellent interpersonal and communication skills;
- an ability to work positively with faculty and administration;
- a warm, personable, honest, frank, and fair individual with a sense of humor;
- a record of successful experience as an instructor and administrator; and
- the possession of a doctoral degree from an accredited institution.

To be fully considered during the screening process candidates should submit a vitae, letter of interest, transcripts, and five references including addresses and phone numbers. Candidates are encouraged to submit letters of reference.

The Search Committee will begin reviewing candidate files by May 10. The position will remain open until a qualified candidate is selected. The college hopes to fill the Dean's position by July 15, 1995.

Nominations and expressions of interest should be forwarded to:

Office of the President
Prestonsburg Community College
University of Kentucky - Community College System
One Bert T. Combs Drive
Prestonsburg, Kentucky 41653
Telephone: (606) 886-3863
Fax: (606) 886-0778

Prestonsburg Community College is an equal opportunity, affirmative action employer. The College actively seeks and encourages nominations and expressions of interest from women and members of minority groups.

Dean of the College of Agricultural, Food, and Environmental Sciences and Associate Director of the Minnesota Agricultural Experiment Station

University of Minnesota

SEARCH EXTENDED

The University of Minnesota invites nominations and applications for the position of dean of the College of Agricultural, Food, and Environmental Sciences and associate director of the Minnesota Agricultural Experiment Station. The College of Agricultural, Food, and Environmental Sciences (CAFES) with its 10 departments, five branch stations and landscape arboretum is a key part of a large land-grant research University that is located in a metropolitan area of 2.2 million people. Minnesota has a high rank nationally in food and agricultural products, a very diverse agricultural base, and is the home for a large number of food processing and horticultural firms. Programs of the college are not only involved with food and agriculture, but also with environmental issues associated with the production, processing, marketing and distribution of food and agricultural products. The college has a comprehensive budget totaling approximately \$65 million. The college employs 230 faculty, 330 civil service staff, 120 academic professional and administrative staff, and provides instruction to 900 undergraduate and 425 graduate students. Many of the faculty, departments, and centers are nationally and internationally recognized for the quality and innovation of their disciplinary and interdisciplinary teaching, extension, and research programs.

The dean is the chief executive and academic officer of the CAFES and associate director of the Minnesota Agricultural Experiment Station (MAES). This position has administrative responsibility for collegiate faculty and programs, the recurring station budgets in the college and branch stations, and shared responsibility for state extension specialists integrated into college departments.

Responsibilities include: overall leadership for disciplinary and interdisciplinary teaching, research, and outreach efforts in agriculture; administration of fiscal planning and management; personnel; and collaborative work with students, alumni, staff, faculty, administrators, and external constituencies to facilitate effective delivery of programs. The dean and associate director is the leading champion for the CAFES in the promotion of mutual understanding of the needs, programs, and accomplishments of the college to the University, the public, and constituency groups. This person will work with the Director of the MN Agricultural Experiment Station to create and sustain the MAES vision and programs, in cooperation with a team of associate directors who represent other colleges that contribute to experiment station programs.

Required qualifications include: An earned doctoral or comparable degree, experience in food, agriculture or environmental sciences, demonstrated record of administrative and leadership experience, demonstrated knowledge of commitment to affirmative action, cultural diversity, and equal opportunity for women and minorities; demonstrated ability to work effectively with and/or lead people in a diversity of programs. **Desired qualifications include:** Demonstrated experience with agricultural, food or environmental research, teaching or outreach within the context of the land-grant mission for domestic and international programs; three years administrative and leadership experience, preferably in an interdisciplinary setting including experience in planning, budgeting, personnel systems, and in recruiting and supervising administrative colleagues; successful career experiences working with constituency groups, donors, advisory committees and/or other boards.

This person will report to the University of Minnesota Provost for Professional Studies and Director of the MN Agricultural Experiment Station. It is a three-year fixed-term academic administrative appointment in the University, subject to review for renewal. Academic rank and tenure is dependent upon qualifications and vote of peer faculty in the appropriate department. Starting date is August 1, 1995. Salary level is commensurate with educational and career experience. The University's attractive fringe benefits programs includes participation in a faculty retirement plan, health and dental programs and life insurance coverage. Nominations for this position must be submitted by May 1, 1995. To be considered for this position, a complete file must be postmarked by May 15, 1995 to: Chair, Search Committee for CAFES Dean and Associate Dir. MAES, 201 Coffey Hall, 1420 Eckles Ave., St. Paul, MN 55108. A complete file must include a letter of intent and interest that also describes the candidate's qualifications for this position, a current resume or vitae and a list of five references who have already been contacted by the applicant.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

WESTERN STATE COLLEGE DIRECTOR OF MULTICULTURAL AFFAIRS

Position and Responsibilities: Western State College of Colorado invites applications for the position of Director of Multicultural Affairs. This position reports directly to the President with operational relationships with the Dean of Students and Vice President for Academic Affairs. Responsibilities include: providing leadership advocacy for minority students, programming/workshop development that will enhance sensitivity to multicultural issues across the college; advising senior administrators and faculty on all issues related to multiculturalism on campus; membership on the Academic Affairs Council; advising minority students and clubs; develops initiatives that will enhance and positively impact the recruitment and retention of minority students, faculty, administration, and staff; forming liaisons with other colleges and institutions.

Qualifications: past experience in counseling and/or advising in programs directly related to diversity and multiculturalism; demonstrated skills in programming, communication, organization; master's degree preferred.

Application Procedures: A résumé, letter of application describing experience and abilities, and the names, addresses, telephone numbers of three professional references should be sent to the address below. References will not be contacted without the candidate's permission.

Chair, Director for Multicultural Affairs Search
222 Taylor Hall
Western State College
Gunnison, CO 81231
(303) 943-2090

Deadline: Deadline for applications is May 22, 1995. Position available after July 1, 1995; start date negotiable.

Salary: \$32,000 to \$35,000.

The College: Western State College is a public college of liberal arts and sciences serving 2500 students, of which 7% are ethnic minorities. Western is located in Gunnison, Colorado, 200 miles southwest of Denver, and is a mountain community with a population of 6100. It is one of four colleges comprising the Trustee System of Colleges in Colorado.

Western State College is an equal opportunity employer.
Women, people of color, and other underrepresented groups are especially encouraged to apply.

WEST VIRGINIA UNIVERSITY DIRECTOR FACILITIES PLANNING AND MANAGEMENT

West Virginia University invites nominations and applications for the position of Director, Facilities Planning and Management.

West Virginia University, established in 1867 in Morgantown, West Virginia, is the State's major research doctoral degree-granting, land-grant institution. Enrolling over 22,000 students in 176 degree programs, the university has an annual operating budget of more than 300 million dollars. Located in the rolling hills of north-central West Virginia, greater Morgantown, with a population of approximately 45,000 serves as a major center for industry, technology, mining, and health care and offers ready access to Pittsburgh, PA, and Washington, DC. Large wilderness tracts, historic sites, and recreational opportunities abound within easy driving distance of campus.

Summary: The Director reports to the Assistant Vice President of Facilities and Services and is responsible for space and land inventories, master planning, capital planning and programming of individual projects. Additional responsibilities include management of leases, classrooms and a computer-aided drafting facilities information system. The department also responds to institutional, State and Federal reporting requirements.

Minimum Qualifications: Candidates are expected to have:

- bachelor's degree, preferably in facility management, architecture, engineering, or public administration;
- six years' progressive administrative leadership experience;
- demonstrated understanding of space management and capital planning principles;
- demonstrated ability to select, motivate, train, and evaluate the performance of employees;
- demonstrated ability to organize and direct the work flow for a large group of employees, including the ability to make work assignments and effectively respond to disciplinary situations;
- demonstrated ability to establish and maintain effective relationships with employees, university units, and external agencies;
- commitment to and record of excellence in customer service.

Equivalencies: Applicants who do not meet the stated minimum educational requirements are encouraged to submit a statement outlining how their work and educational experiences have prepared them for this position. Written references that attest to equivalent qualifications should be submitted with initial application.

Application Procedures: The applicant should forward (1) a letter of interest which addresses the minimum qualifications; (2) a detailed résumé; (3) the names, addresses and telephone numbers of five references; and optional (4) statement and any written references supporting exceptions to the minimum qualifications.

To assure full consideration, nominations and applications should be received by May 15, 1995, and all materials be sent to:

FPM Director Search
Facilities and Services Division
PO Box 6555
West Virginia University
Morgantown, WV 26506-6555

The selected candidate is expected to join the University on July 1, 1995.

West Virginia University is an Equal Opportunity,
Affirmative Action Employer.

THE ORGANIZATION FOR TROPICAL STUDIES Executive Director of OTS

The Organization for Tropical Studies is seeking an Executive Director to lead the world's premier organization in training graduate students and promoting research in tropical field biology and the wise use of natural resources. Candidates should have demonstrated leadership in three areas: fund raising, administration, and academic program development. The successful candidate must have significant cross cultural professional experience and communication skills. A Ph.D. in the biological sciences and proficiency in Spanish are desirable.

OTS is an international consortium of 55 U.S. and Central American institutions. The Executive Director is based in the North American Office at Duke University, Durham, North Carolina, USA. The majority of the programmatic activities take place at three field stations in Costa Rica.

Application review will begin May 15, 1995 for the position which will start July 1, 1995. Send résumé, letter of interest, and names of five references to: Dr. Gordon Orians, Chair, OTS Search Committee, Department of Zoology, University of Washington, Seattle, WA 98195.

Duke University is an Equal Opportunity,
Affirmative Action Employer.

PROGRAM DIRECTOR/FACULTY LEADERSHIP AND CHANGE PROGRAMS DIVISION OF BUSINESS AND MANAGEMENT

The School of Continuing Studies is comprised of three academic divisions: Business and Management, Education, and Liberal Arts. Each year, credit and non-credit offerings from these divisions serve thousands of adults who study part-time at five major centers in the growing Washington-Baltimore region.

The Division of Business and Management offers part-time degree programs to adults who seek career advancement through (1) a general Master of Science in Business degree with concentrations in the areas of marketing, information technology, finance, international business, and management; (2) special masters degree programs in (a) Information and Telecommunication Systems, (b) Marketing, (c) Real Estate, and (d) Applied Behavioral Science; and (3) a Bachelor of Science degree in Business. The Division enrolls over 5,000 students annually, and is the only unit of Hopkins to grant business degrees.

The School seeks a full-time program director and faculty member to design and manage degree programs in the area of behavioral management, including (1) Leadership Development for Minority Managers, (2) Fellows in Change Management, and (3) Women, Leaders, and Change. Teaching and applied research activities are essential components of the position.

The successful candidate will work with Washington-Baltimore organizations, nonprofits, minority and women's groups, and professional associations; establish advisory boards, and guide faculty (primarily part-time) in the design of market responsive, quality credit and certificate programs.

The position calls for a creative, entrepreneurial individual who works well in a dynamic, flexible environment. S/he should have an earned doctorate; teaching, and curriculum design skills; corporate and/or "real world" experience; demonstrated leadership in management and strategic planning; minority/diversity programming abilities; and the capacity to work well with University faculty and external organizations.

Academic rank is open. Salary is competitive. Excellent benefits include life and health insurance and tuition plans for employee, spouse, and dependent children. The position is available immediately. Please respond with resume and cover letter by May 19, 1995. Send to:

Dr. Jo Ellen Gray, Johns Hopkins University
Division of Business and Management, One Charles Plaza
Baltimore, Maryland 21201-3933

JOHNS HOPKINS UNIVERSITY SCHOOL OF CONTINUING STUDIES

Johns Hopkins University is an Affirmative Action, Equal Opportunity Employer and actively encourages interest from minorities and women. The School of Continuing Studies values a high-performing and inclusive academic and work environment.

ART: Chair Lamar University Beaumont, Texas

Department with 8 full-time faculty, 7 part-time. Beginning August 15, 1995. Tenure track. Degrees offered: B.F.A. degree in studio, graphic design and art education and Master of Art in Visual Art and Graphic Design. Applicants should have terminal degree, record of effective teaching, professional growth in scholarly or creative activity, and administrative experience. Rank and salary competitive and commensurate with experience and qualifications. Applicants must be received before May 10, 1995. Send resume, letter of intent addressing philosophy of administration for a department of art, and names of four individuals qualified to write letters of recommendation to:

Office of Human Resources,
Box 11127,
Lamar University,
Beaumont, Texas 77710.

AA, ADA, EOE, WMA

UNIVERSITY OF FLORIDA

A position is available in the Department of Operative Dentistry for a tenure-track faculty member with research credentials. Responsibilities will include the pursuit of individual research, the development of joint research activities with other faculty members and eventually with graduate students, and appropriate teaching. Candidates should have demonstrated a willingness and an ability to foster research interactions among clinicians and to act as a research mentor. The applicant should have a PhD degree, ADDS/D.M.D. degree from an ADA accredited dental school and license to practice dentistry in a state is preferred. Candidates must have research interests in an area related to operative dentistry, e.g., caries progression and/or risk assessment, epidemiology, diagnosis, outcomes assessment, decision analysis, restorative procedures, or materials science. Candidates should also have demonstrated an ability to attract extramural research funding, and be willing to actively assist in planning and implementing a new graduate program in Operative Dentistry. Salary and rank commensurate with qualifications of the individual. Send curriculum vitae to Dr. Linda Brinkley, Assistant Dean for Research, University of Florida College of Dentistry, Box 100405, Gainesville, FL 32610-0405. The deadline for application is May 26, 1995. The University of Florida is an EEO/AA employer. The selection process will be conducted under the provisions of Florida's "Government in the Sunshine" and Public Records laws.

CARROLL COLLEGE

Assistant Professor of Business Administration

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Founded in 1846, Carroll College is located in Waukesha, approximately 15 miles west of Milwaukee and 60 miles east of Madison. The College serves 1400 full-time and 825 part-time students. Wisconsin's oldest college, Carroll has a long tradition of international and interdisciplinary studies. Candidates should demonstrate a willingness to participate in the interdisciplinary and other all-college programs.

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Carroll College
100 N. East Avenue
Waukesha, WI 53186

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University Faculty Position: University of Wisconsin-Whitewater

Special Education full time, tenure-track beginning August 21, 1995. Earned doctorate preferred but lesser credentials will be considered. Candidate must have mild learning and behavioral disorders emphasis with minimum of 3 years direct service to individuals with mild disabilities. Experience in higher education teaching, advising, and supervision highly desirable. Responsibilities include teaching and supervision in LD and EBD emphasis, advising students and participation in grant writing, research and service activities. Rank/salary dependent upon qualifications and experience. **Application Deadline: May 16, 1995.** Submit letter of application, vita, transcripts and 3 current letters of reference to: Dr. George S. Mischio, Chair, Search and Screen Committee, Department of Special Education, University of Wisconsin-Whitewater, Whitewater, WI 53190-1790.

UW-Whitewater is an AA/EEO employer
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FAIRMONT STATE COLLEGE NOTICE OF VACANCIES

POSITION: Two Tenure Track Positions: Instructors
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EFFECTIVE DATE: August 15, 1995

RESPONSIBILITIES: The primary function of these full-time positions will be to teach both upper and lower level courses in U.S. History.

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POSITION: Tenure Track Positions: Instructor of
Assistant Professor of Psychology

EFFECTIVE DATE: August 15, 1995

RESPONSIBILITIES: The primary function of this position is to teach a variety of lower, mid and upper level courses within areas of General Psychology, Community Mental Health, Human Development, Psychological Assessment, Personality and Learning theory, Psychopathology, Delinquency, and Personal Adjustment. In addition, the individual will be required to serve as a faculty advisor and on division and college committees.

QUALIFICATIONS: Earned Doctorate or ABD in an area of Psychology. College level teaching and advising experience essential. Demonstrated effectiveness in classroom instruction and commitment to teaching are central qualifications. Practical experience in the areas of assessment and intervention techniques are desirable along with an emphasis on personality theory and learning strategies.

For all positions:

SALARY: Commensurate with experience qualifications

APPLICATION PROCEDURE: Interested applicants should submit a letter of application, resume, official college transcripts, and three letters of recommendation. Interviews by appointments only. All documentation must be sent to:

Dr. Ronald Pearce, Chairman
Division of Social Sciences
Fairmont State College
Fairmont WV 26554

CLOSING DATE: May 15, 1995

Fairmont State College is an Equal Opportunity/Affirmative Action Institution
MINORITIES & FEMALES ARE ENCOURAGED TO APPLY

THE LAST LAUGH

Trust: The Key Element in Your Career Advancement

You can be smart, you can be effective, you can build new programs and new buildings—but if you can't be trusted, your career is dead in the water.

Although trust has a lot to do with shared values, shared goals and shared perceptions, the bottom line is a confidence in another person's honesty, integrity and reliability.

It's also a matter of predictability, having faith that another will speak and act as you expect.

Leadership development doesn't often mention trust, because it's easier to define in its absence than in its presence. And it's easy to destroy and virtually impossible to rebuild once it's gone.

Linda A. Hill, associate professor at Harvard Business School, says "Trust is a function of how an individual perceives a manager in three areas:

- **Competence.** Does she know the right thing to do?
- **Character.** Does she want to do the right thing?
- **Influence.** Can she get it done?"

Hill says that the more people trust you, the less often they'll require you to prove that you'll actually deliver what you've promised.

On the other hand, psychological studies repeatedly show that intermittent reinforcement is the most difficult response to extinguish. A little reinforcement now and then makes it difficult to entirely close the door on trusting someone.

For example, some might describe a colleague in administrative services as a flake. Meet at lunch, and her wisdom and understanding of sensitive situations are apparent. She's fun, a great person to bounce ideas off, get another viewpoint, reinforce that your perceptions can't be far from reality.

All of those attributes make you really want to trust her, but you've been burned too many times by broken promises, missed deadlines, incomplete reports and innuendoes to make that mistake again.

Say there's a movement afoot on campus to combine the offices of admission and financial aid. The heads of both offices are competent, well-liked, experienced and likely to do a good job heading a combined office.

Who to choose?

Chances are, trust will be one of the unspoken variables in the decision.

How To Win Trust

The suggestions below are loosely adapted from *communications briefings*, November 1993.

- **Represent others' interests as well as your own.** People expect you, as a leader, to have your own wants, but they need to know how your agenda meshes with that of the group.

If you are in a position of power and you constantly deny doing things that would achieve your own wants, you become a servant to the whims of others instead of a leader.

- **Gather information from others before making decisions.** Demonstrate that you are soliciting and considering their input and weighing the various options with sensitivity and logic.

You don't have to do what they want, just consider it carefully and be ready to justify your decision in your own mind.

- **Focus on the issues and ignore the egos.** Sometimes it hurts to make a decision that you know will benefit a smug competitor who will declare "victory." Think about the long-term benefits to the campus rather than who will "win."

- **Support other's decisions.** When they make a mistake, quick and clear follow-up can create a learning situation rather than an embarrassment.

- **Share information that can improve your unit's performance,** rather than hiding it to make yourself indispensable.

- **Admit your weaknesses.** Chances are, they already know them.

- **Communicate your fears and concerns,** to head off problems and look for innovative solutions.

- **When you disagree with someone, say so,** rather than stabbing them in the back later on.

- **Communicate bad news that affects others before the grapevine beats you to it and erodes your credibility.**

- **When you make a mistake, fess up, and move on.** Don't dwell on it, but accept blame and learn from it. It's more acceptable to be a human who occasionally makes mistakes than a know-it-all who has to be right all the time.

Trust is much more than not getting caught with your hand in the cookie jar. It's conducting yourself so that nobody would believe you ever had your hand there to begin with. ■

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WOMEN
IN HIGHER EDUCATION

WOMEN

IN HIGHER EDUCATION

JUNE 1995

Volume 4, No. 6

"Women represent an untapped, latent pool of talent"

Leaders Must Take Risks to Assure School's Survival

Risk taking: The ability to take calculated leaps forward to move an organization successfully into the future. Tied to change and innovation, risk taking does not mean being too far ahead of other stakeholders (such as the board, staff, legislature, public), being off-the-wall or overestimating revenues, unless loss leads to long-term benefit for the organization. The risk must have a strong benefit for the institution.

Risk takers must think, plan and use intuitive insight, carefully calculate the odds of success, and the downsides, whether they are being pioneers or jumping in on the end of a trend. They must be smart like a fox.

- Robert A. Gordon, President, Humber College of Applied Arts and Technology, Ontario, Canada

With change coming at an accelerating pace, today colleges and universities are in a major fight for survival, and those that don't take chances and adapt will suffer the consequences.

Presidents of community colleges discussed "The CEO as Risk Taker" at the American Association of Community Colleges annual conference in April in Minneapolis.

"We still live in a male-dominated world, in which women who rise to the top must be better than men," says Robert A. "Squee" Gordon, President of Humber College of Applied Arts and Technology, Ontario, Canada.

"Women have the qualities that bring out the best in people," he said, so are more suitable to lead the organizations that succeed into the future. He lists sensitivity, compassion, listening skills and understanding human behavior as strengths that traditionally women have brought to leadership.

Successful leaders will be those who understand organizational behavior, knowing where to go and how to get the people to follow them without destroying the organization in the process, he said.

"Women CEOs have taken a risk to enter the male domain," noted a woman president in the audience. "We bring a different style that tends to stir things up, and to encourage others to step forward."

Culture of Risk Taking

To succeed, Gordon said the organization's

culture must set the stage for risk taking by embracing a new set of values. It requires that:

- **The board buys into the concept of risk taking.** "Boards get the presidents they deserve. Presidents often reflect the board's own values and security," Gordon said. "Boards need to stay out of the kitchen and let the president run things," then evaluate the results.

- **The school's mission, vision and values must reflect the current reality.** Should you add on every new trendy activity? Are you prepared for the new technology that's forcing a shift from standard classrooms to electronic delivery? Will the tax base continue its support?

- **The CEO must support innovation and risk taking.** "You have to internalize and live it," he said. He asked the CEOs: "Do you reward and encourage people to try new things and learn from failure? Do you hire those who reflect controversy, dynamism and change, as opposed to comfort? Do you empower people and give them responsibility, even though the ultimate accountability rests with you?"

- **New structures must encourage risk taking.** They need to attack the status quo, break down fiefdoms, train the trainers on new methods, deviate from the traditional hierarchy to have people match rather than have a job match, and accept that the CEO will be there for the long haul, knowing that change takes commitment and perseverance.

"The president who is only in for a cup of tea is

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not looking out for the best interests of the college," he said.

The New Leader

Given new requirements, today's CEO needs different attributes from yesterday's, Gordon said.

"It's a bit of a fine line. The faculty want one of their own, whom they can respect. The trustees want someone who can manage, and not get in over their heads. And these days, not everybody wants to be president," he said.

Today's CEO needs to be comfortable and experienced with the private sector, multi-culturalism and international activity.

Academically, CEOs have traditionally risen from the ranks, but the trend now is moving away from selecting scholars as leaders and toward those with degrees in educational management.

Although "the faculty usually is not too excited about hiring a bean-counter" to manage the school as CEO, "we may have to be prepared to take in people from other fields," Gordon said, including the private sector. The qualities CEOs need as risk takers are more important than their disciplines:

- Above all, top leaders must want to *do* something, rather than *be* something. He quoted from *Time* magazine: "Those who want to be something are the media stars of our age, the prettiest and the trickiest, but real leaders must distinguish between the essential and the irrelevant."

- Leaders need a solid track record of accomplishment, not just skills at interviewing.

- They also need insight and foresight, the ability to be articulate at times and silent at other times, and their rhetoric must possess a clearer quality of thought.

- A vision of where they want to go, in the broadest sense, must be internalized, because the staff won't feel the pressure to internalize it if the leader doesn't.

- To get a broad perspective, they need to travel and read widely and surround themselves with varying viewpoints, as well as loyal disciples who can carry out their vision. They have to get comfortable with a world view.

- CEOs must exude confidence in the face of opposition, even when they're not confident at all, having the strength and courage to decide.

Gordon refers to consulting and seeking consensus, but not totally relying on input from everyone and everywhere, which he says "can only lead to watered-down decision making." Former British Prime Minister Margaret Thatcher, nicknamed The Iron Lady, once said, "I am not a consensus politician, I am a conviction politician."

Gordon says the trick is to convince followers to accept the vision and never waver from its principles. "Although CEOs should favor diversity, and tolerate failure and weakness in others while listening carefully and respecting their views, CEOs must ultimately make their own decisions, based on their own intuition and conviction." ❖

President Gordon's Strategies for Success

From 13 years as president, he lists these tips:

- **You get what you deserve**, so trustees must carefully choose and nurture their CEOs.

- **Hire and mentor new blood** when possible, looking for expertise in expanding areas: electronic delivery systems, adult education, multiculturalism, new curriculum content, experience with industry.

- **Empower staff, but encourage shared responsibility.** The more a decision involves all the stakeholders, the more the players will buy into the risk and work like crazy to assure its success.

- **Have a workable, manageable agenda**, without trying to be all things to all people.

- **Reinforce values over and over**, particularly: initiative, risk taking, creativity and innovation, along with personal freedom and professional development. Demand excellence at what you do best, and be compassionate and caring for your people.

- **Know your environment.** "Spend time getting to know the people and the political, financial and social variables that can affect long-term success," Gordon says. "Don't go to the wall on small issues."

- **Cover your flanks.** No risks are worth taking if your flanks are exposed, so you must prepare in advance for the fallout from making the wrong moves.

- **Create a wise long term strategy**, one that goes to strengths instead of weaknesses, links with critical partners when possible, and moves in an evolutionary rather than revolutionary sense to maintain institutional equilibrium. For example, few people have all four wisdom teeth removed at once.

- **Avoid complacency.** Just as IBM got staid and complacent from being on top and now scrambles, you should not fear ruffling a few feathers. Use subtle techniques in institutional research to seek real information, not just puff up your school.

- **Walk the talk.** If you expect to sell training, for example, your own professional development program should be exemplary, both for keeping people up to date and for its symbolic value.

- **Establish recognition and reward systems** to reinforce values, morale and motivation. Always encourage ideas, despite obstacles. Create opportunities for positive solutions, for good things can percolate up.

- **Reach out.** Spend time grooming and motivating new presidents, for your own and other schools. Help other schools succeed by sharing information, networking and referring others to their unique programs.

WOMEN IN HIGHER EDUCATION

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NEWSWATCH

Process is Flawed, Boston Faculty Says

Opposing not the product but the process, 78% of the 822 members of the Faculty Assembly who voted, supported a statement criticizing the future promotion of Provost Jon Westling to president of Boston University, to replace President John Silber.

The university's Task Force on Continuity was assuring continuity when it recommended that the trustees avoid an open national search, which could bring in an outsider who may upset the status quo. Of the task force's 32 members, 20 are faculty.

Although the group was not set up as a search committee, its recommendation swayed trustees.

Faculty members condemned the process for not considering input from independently elected faculty representatives. They hoped to change the way future presidents are selected.

In a letter urging faculty to vote against the statement opposing the process, President Silber called it "no more than an expression of petulance."

School leaders note that organizational theory dictates an outside search when there is financial trouble, lack of direction and no good internal candidate. They felt this was not the case at BU.

Disagreeing were at least 636 faculty members.

Just Do It, Women Lacrosse Players Say

Syracuse University planned to add a women's varsity soccer team next year and lacrosse in 1997.

Not soon enough, say eight women students, seven from the lacrosse club team. They sued to have the club at varsity status immediately, not in two years. Their suit says the school fails to offer equal opportunities for women to participate in sports. It now offers 9 women's sports and 11 men's.

Retaliation Against Outspoken Faculty Hygienists Costs U of Iowa \$214,000

Most campus gender equity issues involve cutting sports, but a lawsuit at the University of Iowa cites eliminating an academic program.

When the school decided to close its dental hygiene department three years ago, all four faculty affected were women. They believed it was because they had been trying to boost hygienists' roles and responsibilities, which was seen as a threat by male deans at the College of Dentistry.

The women were reassigned, got reduced pay increases, and endured other forms of retaliation.

Three filed suit, and last month a federal jury decided the school did not discriminate against the women in closing their department, but it did retaliate against them when they protested. The jury awarded \$214,000 for damages and back pay.

Attorney Kelly McClelland, who represents the women, said he would appeal the case to the Eighth Circuit Court of Appeals, based on two issues: disparate impact of the closure on women, and different treatment for women and men faculty.

He cited a prior decision in which a University of Iowa woman medical faculty member won a promotion

and back pay, finding that the school had created a hostile environment. The judge refused to let the jury hear evidence of that case.

STAYING TUNED ...

Subcommittee Hears of Title IX on Sports

In what may be the greatest gender split since single-sex restrooms, ten experts testified on the enforcement and consequences of Title IX, the part of the Education Amendments of 1972 outlawing gender bias in schools receiving federal funds.

No surprises enlivened the May 9 hearing by the U.S. House Subcommittee on Postsecondary Education, Training and Lifelong Learning.

Nobody opposed gender equity or really wanted to reduce the number of men's teams. The dilemma was how best to achieve equity.

Coaches of football and other men's teams lined up in favor of exempting football from calculations of costs and student participants, and opposing cutting men's teams to reach gender equity.

Christine H.B. Grant, University of Iowa women's athletics director, said the real problem was outrageous expenses for football and basketball. Savings there could help many schools reach gender equity without sacrificing teams, she said, suggested appointing a cost-containment committee, an idea some other coaches backed.

What's next? Nothing, if the subcommittee supports the current enforcement and interpretation of Title IX by the U.S. Education Department's Office of Civil Rights.

More talking, and possible "legislative remedies" if members of the subcommittee feel that Title IX is being misinterpreted—after 23 years of ignoring it altogether.

"The hearing was called primarily because some people are concerned that men are losing opportunities. But what about the women who never have had an opportunity?" Grant asked.

Converse College to Set Up Program to Help The Citadel Keep Out Women

Following the example of Mary Baldwin College, which established a quasi-military women's leadership program to allow Virginia Military Institute to remain all-male, trustees at Converse College SC agreed to do the same for The Citadel.

Trustees at the private women's college agreed in May to set up a women's program, financed mainly by the state of South Carolina. Converse will receive \$2 million in start-up funds and \$1.4 million for per capita tuition, plus private funds totaling \$8 million.

A federal court ruled in April that The Citadel must offer an alternative by August or be ready to admit Shannon Faulkner as a cadet this fall.

Minnesota Ex-Coach Settles for \$300,000

Stephanie Schleuder, former University of Minnesota women's volleyball coach who lost her job after daring to ask for parity with coaches of men's teams, settled her lawsuit for \$300,000.

With a record of 273-163 over 13 years, she was earning \$50,000, less than assistant football coaches.

A state court refused in February to allow the school to hire a replacement for Schleuder.

PROFILE

Judy Vickrey, Vice President for Finance and Administration
Central Missouri State University, Warrensburg MO



'You'll never be happy in an institution where you aren't comfortable.'

Judy Vickrey describes her career in higher education as "charmed." Having started as a counselor in a campus residence hall, she finds herself 15 years later vice president for finance and administration at Central Missouri State University.

Although she planned to stay in student affairs, she "just ended up" in finance because that was where Missouri's Coordinating Board for Higher Education needed extra hands when she interned there in 1977. She continues to enjoy it at age 52 as challenging, flexible and full of variety.

Mentor to Many

Labeling her career as "charmed" may be her way to avoid tooting her own horn. In an interview, Vickrey comes across as proud of what she's accomplished, but never boastful. Asked about her role as mentor to other women in higher education, for example, she acknowledges that she's happy to give advice. Others are more emphatic.

"If it weren't for Judy Vickrey, the women in Missouri would be in a sorry state," says Kathy Easter, assistant provost at Central Missouri State.

Vickrey's response? She's just doing what a mentor did for her.

It happened after Vickrey had earned a BS in history, and a Master of Education at the University of Missouri-Columbia in counseling, and was a residence hall counselor. In a hall one day, the president's executive assistant stopped her and asked, "When are you going to get your doctorate?" Vickrey told her that it was not necessarily in her plans. "You don't have a choice," the woman said.

"That was an important intervention by another professional," says Vickrey, who took that advice and got a PhD from the University of Missouri-Columbia in higher and adult education in 1978.

First One's the Charm

Now, it's Vickrey's turn to be the mentor. In the course of a conversation, she laments that young professionals sometimes forget how important their first and second jobs can be. "I keep reminding them that they will get their next job based on how well they do at those first jobs," says Vickrey.

She stresses that women should look for institutions that are a good match: "You'll never be happy in an institution where you aren't comfortable. You need one that matches you philosophically and attracts the kinds of students you want to work with."

While jobs are highly competitive, she tells

students to stay honest about what they like to do, and what they don't enjoy.

Advising younger colleagues, who have been at their current position for some time and are looking for a change, is a bit tougher. "For young people, there really aren't clear paths any more," says Vickrey. Mobility, often a tough choice for women, is a key in today's market. She tells them to look at their resume for what is missing, and returns to the advice from her mentor 20 years ago: Consider further degrees, be it a CPA or MBA or whatever might help.

"Anytime a job is advertised, committees are looking at every resume in terms of reasons they can eliminate you," says Vickrey. "It's important that it shows education, experience and a willingness to try different things and to move."

Keep Laughing

Although Vickrey looks pretty serious in her official photo, she's known to smile quite a bit following her own advice: Develop a good sense of humor.

"I encourage young professionals to take the work they do very seriously, but not to take themselves seriously," advises Vickrey. She has a hard time with "tiresome" people who

believe that if they do the smallest thing wrong, the whole institution will fold up.

And she uses her sense of humor creatively. She says it makes her less susceptible to "people who like you better for your position." And because she's not so self-consumed, she's able to reward staff by giving them credit for their ideas, rather than taking it herself.

"It's very comfortable for me to say in a meeting, 'This idea came from so and so,' instead of pretending I dreamed it up."

She says humor also helps her to get through what ends up being one of the toughest challenges of her job: responding to the needs of a diverse campus community, even the small needs.

For example, as she walks across a campus known for its physical beauty, the first three people she passes may comment on how nice the flowers and lawns look. Then the next may ask, "Why are we planting flowers and mowing so often? If we didn't spend for this, I could have a larger office," she recounts.

The Interim Risk

Her sense of humor may have helped her to survive one of academia's toughest challenges—

Several times in my career I've made the decision to take a job where it would appear I was taking a step back in salary and responsibility, in order to get in a position to move forward.

—Judy Vickrey

serving in an interim position. She's done it not once, but three times.

"Several times in my career I've made the decision to take a job where it would appear I was taking a step back in salary and responsibility, in order to get in a position to move forward."

Did she worry? "You betcha I did," stresses Vickrey. But it's paid off.

One step backward was from her post as coordinator of budget development and planning services at the University of Missouri, to land a spot on the Coordinating Board for Higher Education as an assistant commissioner.

After three years on the Coordinating Board, she became associate commissioner of finance, then interim commissioner, the chief administrator for the Missouri Department of Higher Education.

"I knew that depending on who was selected as the new commissioner, I may not have a job," recalls Vickrey, who left when the new commissioner and she "weren't in sync."

So she took yet another risk: coming to Missouri Central, again in an interim post, with no promise of anything permanent. It was the biggest risk she'd taken, but she did it to get what she needed.

"I was willing to take that risk because I needed campus experience," says Vickrey. "I knew I'd get the skills." For her first two years at Central, she held that position on an interim basis.

"Acting President"

Just one year after her job at Central became permanent, she moved into the president's chair on an "acting" basis while he took a leave of absence. She knew he would return, and was happy to relinquish the presidency when he did, but the five months gave her some great insights.

"It was a tremendous benefit to see the campus from that point of view," says Vickrey. "As a vice-president you don't really see the campus in its totality. But the thing it crystallized in my mind, is that given the very public demands of president, it is not any way that I want to spend my life."

Future of the Academy

Vickrey predicts that in the next few years, the world of academia will undergo the most dramatic changes it has ever seen, in staff and administrative areas. Her expertise in finance is likely to be called upon, and she's planning to help guide Central Missouri State through what could be some rocky financial waters.

"Financing higher education remains challenging," says Vickrey. "We're about maxed out in terms of our ability to pass cost along to the student, and we have a system that doesn't lend itself neatly and cleanly to the kinds of things that go on in corporate America."

But she plans to leave that challenge behind when she hits 60, to pursue volunteer work that is near to her heart. Born, reared, educated and having become a top education leader in Missouri, Vickrey doesn't plan on leaving her home.

"We have these accents," she draws with a laugh. "No one else will hire me." ❖

Underwear Exhibit Brochure Spooks Trustees, Last Straw for President

In a move that stunned the campus, Ofelia Garcia suddenly resigned last month after four years as president of Rosemont College, a small, Catholic women's college in Pennsylvania.

At issue was a continuing disagreement with 4 of 36 members of the board of trustees, culminating with their outrage over a brochure describing an upcoming exhibit reflecting on the cultural implications of women's underwear.

"Other cultures have bound women's feet," says Garcia, whose field is the visual arts. "Our culture has bound women's torsos," to the detriment of their health and mobility. The faculty-led exhibit concerns cultural ideals linking beauty and restraint.

"An educational institution is one place we should be able to discuss issues we disagree about," Garcia says, but a few trustees dismissed the idea of the exhibit as "tasteless and inappropriate, terms they would just as easily apply to me."

Garcia refused to cancel the exhibit, saying, "I don't cancel speakers and I don't cancel exhibits." The exhibit ran. She referred to four years ago, when she invited a pro-choice speaker for commencement. "All hell broke loose," she recalls. "They have a capacity for rancor that is extraordinary."

A Question of Fit

Garcia came to Rosemont from the presidency of the Atlanta College of Art. Calling Rosemont "the most conservative Catholic diocese in the country," she had attended a convent, but, "I had expected that Rosemont, 20 years later, would be different." In some ways, the school is "caught in an image of itself in another time."

She said the board recognized the need for change, but they disagreed over particular changes.

"The pace of change I thought necessary was too fast for some," she said. "I am Cuban. I grew up in a revolution, so I have a sense of urgency. I won't move at the pace of the slowest."

Another factor was her not being one of the gang. "I am neither Irish nor Italian," she says. "I know for sure that someone who is one or the other would not have had the trouble I've had."

A third factor was her style. "I am not well-equipped in the land of euphemism," she says. She could see that they were in for "another round of nastiness," and she was "exhausted and had reached the point of diminishing returns."

"I became radioactive," and whatever she became associated with caused controversy.

Her future?

At age 54, "I'm not sure whether I have the death wish to seek a third presidency," she says, "or whether I have carried the banner long enough."

Garcia observed that the mortality rate for women presidents is higher than that for men.

"They really assume that we are just nice people when they hire us," she explains, and then are surprised when women actually want to make changes for the good of the institution. As one educational leader said: "They want you to change everything, but disturb no one." ❖

Walking the Walk in Feminist Studies

Ed. note: This anonymous subscriber's cautionary tale reminds administrators and faculty alike that their customers are their judges. Although some may see it as providing ammunition to potential detractors, its ideas can aid self-monitoring and help all women on campus.

As I slid the office keys off their chrome ring, I felt a wave of relief. My two-year term as graduate assistant for the department of feminist studies had finally ended. It had changed my life.

As an undergrad, I learned that the purpose of higher education was to expand the mind and embrace societal diversity. It involves open-minded, egalitarian professors and administrators actively educating and mentoring students.

Returning to grad school in 1993 as an adult, I knew nothing of feminist issues, sexual harassment, academe or the glass ceiling. Fortysome years of living in a male-dominated society had taught me that feminism was merely an attention-getting platform for radical, bra-burning liberals.

Then I reported for work in the feminist studies department. With stars in my eyes, I felt blessed to be joining a unified group of dedicated, caring, staunch supporters of women and loyal adherents to the university feminist movement. With childlike faith, I fully embraced feminism as the answer to women's problems.

I assumed that the women lived in unity and equality with their sisters on campus, whether staff, students or professors. By virtue of their exposure to education, they must possess greater knowledge and understanding in the pursuit of equality.

Within two short years, I saw my ideals crumble under the strain of a very grim reality. Feminism wasn't the answer, and campus feminists were not prime examples of egalitarianism. I had been indoctrinated into feminist ideology, only to see hypocrisy flourish in its ranks on my campus.

I saw the ivy-covered walls from the inside, and the concave lens of narrow-mindedness diminished my view. I learned that unrest and jockeying for position characterized the campus movement.

In an effort to equalize economic status between genders, a new strain of discrimination had evolved: bias against women, by women.

A Caste System

As my liberal studies training continued, I was shocked to discover a caste system operating on campus. Chasms—deep, deep crevices—separated

administrators, professors and students. Bridging the gaps was like walking a tightrope woven of cotton candy.

The administrators were no longer limited to the "good old boys"—"great old girls" had joined their ranks, clinging together in an exclusive, cohesive clique. Distrusted by students, these residents of the "carpet corridor" sought only to protect their jobs and the university's reputation. Claiming to represent the students but alienating them with arrogant attitudes and tricky political tap-dancing, the bold power-people called the shots.

Tenured Harassment

On my campus, most students view affirmative action with suspicion and disdain. Charged with mediating sexual harassment claims, the office is associated with the upper echelon of academic politics. Students feel they can't trust the very persons appointed to represent them, as they endure sexual harassment by tenured professors.

Not until I was sexually harassed during my assistantship did I realize what women have been up against. I experienced the shame, guilt and confusion, and the accompany-

ing weak, rubbery-legged feeling that characterizes such victimization, along with the blind faith that it would go away if I ignored it. I learned that the word "tenure" paralyzes; students believe that reporting incidents is useless when perpetrators have tenure.

I discovered that victims believe that reporting sexual harassment would jeopardize their position as students. It's not about passion, but power and control. On campus, it's about grades and academic standing, fear of reprisals in the form of lower grades and being branded a trouble-maker.

Filing a complaint, either formal or informal, is a no-win procedure in a system designed to keep things quiet and prevent damaging a perpetrator's, and hence the department or school's, reputation. Some students would rather drop out of the university than charge a professor with sexual harassment, which perpetuates the problem.

A great disparity exists between administrators' pleas for victims to come forward and the often accusatory treatment given the victim. I had no intention of falling prey to political maneuvers, considering my state of mind after enduring the shock of being sexually harassed: I missed work, cut classes, couldn't eat or sleep or concentrate on my course work, failed exams, became paranoid and suffered from panic attacks and depression.

Some of the women who extol the virtues of affirmative action and gender equity peer down educated noses at female students, perceiving them as 'lower' in rank.

I concluded that some of the most verbal proponents of campus feminism don't "walk the walk" as much as they "talk the talk." While professing equity and justice and complaining about gender discrimination, they act in ways that are counter-productive.

Some of the women who extol the virtues of affirmative action and gender equity peer down educated noses at female students, perceiving them as 'lower' in rank. These elitists travel campus corridors, radiating an air of feminist superiority, while refusing to acknowledge other women's presence by a simple "hello." They discuss models of pedagogy, classroom climates, discrimination, feminist ideology, equality and meritocracy as smoothly as a huckster hawks his wares.

What? Include Students?

Along with many of my associates, I wondered why students weren't permitted to join the feminist studies' reading group that met once a month. At a committee meeting, I asked the question aloud.

In disbelief, I heard the director explain that students "don't possess the level of sophistication necessary" for inclusion in the reading group's erudite discussions of feminist reading material. Another feminist faculty member bitterly opposed student participants because faculty would have to "stop and explain" too many intellectual concepts.

I soon discovered some of the brightest, most authentic feminists on campus among undergrads. Instead of perpetuating their own self-centered agendas, these young women shared the goals of an inclusive women's movement.

They were working for change at the grass roots level, arranging campus programs on pertinent issues such as date rape, sexual assault, healthy relationships and harassment. One young feminist single-handedly organized and facilitated a bus trip to Washington DC for the NOW rally. They formed a self-help group designed to empower women in the area of self-esteem.

Ironically, these were the very same young feminists who had inquired about the feminist studies' reading group. They would have added so much genuine, fresh input to such a gathering. But their views are considered "unsophisticated" by the feminist elitists, who choose to surround themselves only with sameness: anyone who doesn't think, act and talk the same is uneducated—and unequal.

The elitists refuse to see the enormous gains to be realized by opening the door to other women. Instead, their agenda dictates maintaining a "professional distance" at all times with students.

In a way, my education has come full circle. Soon, I myself will be in a position to advise and mentor other young women. Irrevocably touched by the lofty ideals of feminism, I also have learned firsthand that often those very hands that applaud it are likely to slap its dissenters.

I believe that feminism cannot succeed as a separatist movement; a house divided against itself eventually will fall. I believe that if the feminist movement on college campuses doesn't become more inclusive and less like an exclusive country club of politically-correct members, women will regress in their fight for equality.

We stand to lose an awful lot if our voices are muffled by other women, whether in academe or in the factory. If women don't view other women as equals, why work for equality at all?

Need a New Challenge? Start a College

Subscriber Kay Rhoads, profiled in the May 1993 issue of *WIHE* as executive dean of institutional planning at Pierce College in Tacoma WA, found her position being cut and interviews yielding no job offers.

"I was tired of being the token minority interviewed," she said, referring to her gender and her Indian heritage.

Then Puyallup tribal leaders approached her to set up a college for them in the Tacoma area, since students said the current arrangement didn't meet their educational needs.

In July 1993, she met with tribal leaders, and worked out an agreement. "In the back of my mind, I always wanted to do something like this," she says. "They were anxious to start, so we agreed to open in September."

She found a suitable building and was set to move in when it was declared "unsafe for students."

Only weeks before the planned September 21 opening, they found another location. But the maintenance staff was busy with the tribe's K-12 school set-up, so Rhoads used her own muscle power to move the new college's equipment and furniture.

Then the sheriff volunteered prisoner power, but reminded her, "You're responsible for them."

Classes started on schedule with 33 students.

Describing the scene as "an accident waiting to happen," she got engineers to identify five non-load-bearing walls and arranged for their removal, between class quarters in December.

When construction workers failed to show up for drywalling and taping, she again got help from prisoners, plus her own resources.

In giving tours of the new Medicine Creek Tribal College, Rhoads likes to point out the rooms where the drywall taping and painting isn't perfect. "These are the rooms I started doing first. I got better as I went along," President Rhoads notes.

Now enrolling 139 students and having won the battles for accreditation, she gets to interview for faculty and administrators whose outlook is compatible with the goals of Indian education.

In the 1993 interview, Kay Rhoads noted that she wanted to be the president of a community college within three or four years. But she didn't plan on literally building one from scratch.

Changing The Culture for Women in Science and Engineering

Leslie A. Barber entered kindergarten in 1960. She earned a PhD in molecular biology in 1987. By 1990, she had quit as a research scientist.

Why? To understand her experience, Barber studied women's progress in science and engineering from 1960-1990, reporting in the March/April 1995 *Journal of Higher Education*.

An Illusion of Equity?

Being more visible, women in science *seem* better off today than they were 30 years ago.

Social and demographic changes, the Civil Rights Act of 1964 prohibiting sex bias in education and employment, the women's movement, and Title IX of the Education Amendments of 1972 outlawing sex bias in federally funded institutions, all opened doors for women.

Along with social trends toward more flexible gender roles, millions in public and private funds contributed to seeking gender equity in the fields.

Finding that women faced subtle bias in the classroom, and that they "discourage themselves," researchers found remedies in increased mentorship opportunities, curriculum revision, enrichment programs and career counseling workshops.

The Reality

Barber checked the progress of her graduate research group. All five men are now junior faculty members at respected research universities. Of the five women, three have left research altogether and the other two "languish in postdoctoral positions, ...unable to settle on a next step."

They had reproduced the old pattern; Barber wondered if that pattern had ever really changed.

A May 1992, *New York Times* article noted that despite women swelling the entry and middle ranks of science since the 1960s, still only 5-10% of the members of the National Academy of Sciences are women, unchanged over the last 20 years.

A May 1995, update notes only 6 of 60 new members were women. Academy President Bruce Alberts says, "If you're going to be successful in science, it helps a lot to have a wife."

Confirmation of her analysis came in another *Times* article. It described women in science and engineering as being in a "leaky pipe... with leaks at every joint along its span, ... that begins with a high-pressure surge of young women at the source ... and ends at the spigot with a trickle of women prominent enough to be deans or department heads at major universities or to win such honors as membership in the National Academy of Sciences."

A Numbers Game

In 1960, women made up just 38% of students receiving bachelor's degrees. By 1990, it was 53%.

In 1960, women were one third as likely as men to earn bachelor's degrees in science or engineering. By 1976, they were two thirds as likely.

But from 1976-1990, the increase stopped, well short of parity, with women still on the short end.

At the doctoral level, few changes occurred. The

peak percentage of women to pursue doctorates in the fields, 6.9%, was for the college class of 1962. By 1990, it had fallen to 5.5%.

Despite more doctoral level women in science and engineering from 1968-1990, only seven women received doctorates for every ten men.

Despite a five-fold increase in newly employed women scientists and engineers from 1970-1990, they still lag in salary and position level.

In 1989, women scientists and engineers with 20 years experience earned 85% compared to males.

Wanted: A Plumber

How to mend the leaky pipe? Barber believes more mentoring and curriculum revisions aren't enough. Feeling comfortable with science and with themselves as potential scientists won't solve the problem for women entering the world of science.

The scientific world itself needs to change. Science still functions very much as a "boys only" world, according to Barber. Its culture "values independence, emotional toughness, objectivity, and the capacity for 'purely' rational thought."

Because the same qualities are identified by Western culture as masculine, boys are socialized to develop them, and so they have no trouble in entering and relating to the culture of science.

For women, becoming scientists challenges and often attacks the very core of their identity.

"To enter the prevailing culture of science, women must assimilate, leaving important parts of their

identities behind," asserts Barber.

Writer Vivian Gornick interviewed 100 women scientists who described their entry into the world of professional science as "a faint but continuous humiliation that, like a low-grade infection, is cumulative in its power and disintegrating in its ultimate effect."

Are its current cultural norms necessary to the pursuit of excellence in science and engineering?

No, Barber asserts. More likely, their function is "to provide a comfortable, supportive and familiar environment" for those who have traditionally been scientists. Men, that is.

Some say that sticking to any single set of cultural norms stifles creativity. Increasing diversity would not only create an environment where women would prosper, it would also stimulate creativity in science and engineering overall.

Equity for women in science is not just around the corner. But Barber suggests a new strategy.

"If men can acknowledge and are allowed to mourn the loss of their comfortable, customized institution, they might be more accepting of the need for an environment that is more welcoming to their female colleagues. If women learn to strongly support one another, they will find ways to free themselves of existing constraints."

Such a healthy, diverse workforce could open new reserves of energy and creativity where it is strongly needed, in science and engineering. ■

DJ

If you're going to be successful in science, it helps a lot to have a wife.

—Bruce Alberts

RESEARCH BRIEFS

Business Students Cheat Most; Ethics of Future CEOs at Risk

Among students surveyed at 31 of the nation's top schools, most report cheating at least once, and business students led the way.

Women, and those attending schools with honor codes, were less likely to cheat.

These results caused researchers Donald L. McCabe of Rutgers NJ and Linda Kelbe Trevino of Pennsylvania State University to question the ethical behavior of the next generation's corporate leaders.

The 31 schools surveyed were ones that produced 19% of the CEOs of nation's top 1000 firms, as reported in *Business Week* in 1991.

Of the respondents, the average age was 21.2, 88% were seniors and 62% were women. Five schools in the sample were women's colleges.

In the survey, 6,096 seniors and juniors reported on their roles in twelve specific forms of cheating, six on exams and tests and six on major written assignments.

The majority of students (67%) admitted to at least one incident of cheating, with 38% called "active cheaters" admitting to at least three incidents, including 15% on tests.

Of the business majors, 87% reported cheating, compared to 72% of engineering/science majors and 64% humanities majors and 67% other majors.

Cheating "correlates with a bottom-line mentality," researchers said. Business students rationalized that they had to cheat because others did, to remain competitive to get into the top MBA programs.

Students reported that the most important factor in whether or not they cheated were the norms on campus. If they believed that others cheated, they were more likely to follow suit.

The biggest deterrents to cheating by business students were their chances of getting caught, and the severity of the penalties.

Business faculty contribute to student's cheating by not demanding adherence to the rules. Only 50% of faculty said that they

would report a student they had observed cheating. Likewise, only 61% of business faculty said they had *actually observed* cheating in their classes, compared to 73% in engineering/science and 77% in the humanities.

Not reporting it sends a clear message to students that it's OK.

Researchers called for faculty to "model appropriate and ethical behavior" to the students, because not to do so reinforces students' skepticism toward business.

— *Journal of Management Education*, May 1995.

Sexist Men Less Likely To Support Affirmative Action

In a study of what factors motivate men to support affirmative action, inherent sexism and perceived fairness of the program influenced 227 male managers.

Both studies involved French-speaking male managers and professionals, as suggested by students attending the University of Ottawa in Canada.

In the first study, 96 male managers got one of three versions of affirmative action programs to help women in blue-collar jobs. The managers averaged 41 years old with 20 years in the workforce.

The first condition mentioned an under representation of women, the second gave percentages of men and women and emphasized the women's disadvantage, and the third emphasized the merit selection processes based on evaluations and tests, not just sex.

Two scales measured the manager's beliefs. A sexism scale described their responses to statements such as, "Women will make more progress by being patient and not pushing too hard." A second scale indicated their support for the hypothetical affirmative action program, and how fair they perceived it to be.

This study found the men's support for the program varied directly with how sexist their attitudes were, regardless of the type of information given.

But the degree to which they considered the program to be fair varied directly with information. Those who got the third condition emphasizing merit scored the program best in fairness, while the second condition with more statistics on sex distribution scored slightly better than the control situation with little information.

Researchers concluded that "...the influence of prejudice is not so overwhelming that sexism contaminates evaluations of fairness." But, presenting affirmative action as a merit system does not necessarily result in especially strong support for it.

The second study of 131 French-speaking managers differed from the first in that subjects were older and more experienced, with an average age of 43.5 and 23 years experience, and the affirmative action program targeted jobs similar to those held by the participants, managerial and professional posts.

This time, information conditions stressed: the importance of merit, merit and the selection process, or merit and numerical objectives in hiring.

Again, those higher in sexism scores gave less support to the program and rated it lower on fairness.

Concluding that resistance to affirmative action is at least partially motivated by sexism, researchers said "...when explanations do not fall on deaf ears, they have a potential for shaping attitudes."

They speculated that "...opposition to affirmative action may be one currently acceptable way to express prejudices that are no longer condoned in the mainstream of North American society."

They suggest future research on social change to "pinpoint where, along the continuum of open-mindedness and prejudice, individuals are open to arguments about the justice or injustice of various affirmative action programs."

— *Social Justice Research*, March 1995.

Getting a Terminal Degree Need Not Be Terminal: Part II

Personal Tips and Strategies for Success in Grad School

Last month's issue featured an overview of why and how administrators go back for a terminal degree. Part II provides help from the personal experiences of two women students who are pursuing degrees.

Once you've decided to go back to school, the work really starts. Nobody expects it to be easy, but the wisdom from two women who have been there will surely improve your chances of success.

From a Traditional Graduate Student

Ann Bailey, 33, is a graduate residence director and doctoral student planning to complete a PhD degree in higher education/student development at Mississippi State University in 1996.

Since receiving a MS from Florida State University in 1985, she had been an intern there, a student affairs administrator at Belhaven College MS, and an adult education coordinator for the Mississippi Department of Education.

She has found success in following what some might call "the insider model" for grad students.

Honored in 1994-1995 as the Outstanding Doctoral Student by the Doctoral Student Association at Mississippi State, she lists factors that "most definitely contributed to my success."

- Being a full-time student immersed in the degree process.
 - Being single and mobile with no dependents.
 - Living and working on campus.
 - Doing collaborative research with my major professor.
 - Meeting regularly with committee members to update and maintain personal contact.
 - Hand-delivering forms for signatures to make sure they don't get lost in the bureaucratic shuffle.
 - Keeping in close contact with key offices (registrar, grad school, my department, the dean's office).
 - Getting involved as a doctoral student in organizations tailored for grad students.
 - Serving on college committees as a student rep.
 - Making as many connections as possible in the library and computer center.
 - Having a close friend to "let it all hang out" with.
 - Celebrating every rite of passage with friends.
 - Having friends in high places (the dean) and low places (grad students in other offices).
 - Communicating with others via e-mail and discussion groups to stay connected in your field and get feedback on issues, class assignments, current research.
 - Learning how to make "the system" work for you.
 - Reading up on all requirements and staying two or three steps ahead of the game.
- I've learned that the entire ordeal is a process, more like a plateau, that is not necessarily linear.
- Control what you can, especially when it comes to your committee. Select members carefully, trying to take a class from each and collaborate with them, if possible. Since they ultimately have your future in their hands, it's important to roll with them.

Refrain from committing to issues like dissertation topics too early, letting the selection process evolve and keeping your options open.

Compensate for your weak points as much as possible, but recognize that there is too much knowledge out there for any of us to be omniscient or to operate as an island.

Connect with anyone and everyone, no matter where you are on campus, in the community or at conferences. The world is really a small place!

A network of mentors can give feedback, encouragement and a smorgasbord of perspectives.

Most of all, admit that every project, assignment and paper can always be improved or done from a different angle. There is no such thing as perfection, and you are never really finished with any assignment. You just simply stop because you run out of time and have to turn it in. The sea of knowledge becomes very ambiguous at this point, and grades take on a whole new meaning, much different from the undergraduate arena.

Try to look at every assignment as an addition to your portfolio of expertise, and know that you can go back later and add to it. This is a big benefit professionally, and it can expedite presentations at conferences and even some publications.

And finally, allow yourself a wide margin of error and keep a sense of humor. You'll need it.

From a Distance Learner

Cecilia L. McDaniel is a doctoral candidate at Nova Southeastern University and director of extension instruction at Winston-Salem State University.

She interviewed students in her class, who offered these suggestions, which became a manual called *Beyond Survival: Earning the EdD and Balancing the Rest of Your Life*.

- Share your ideas with family and significant others during the initial decision-making phase: intentions, realistic expectations, need for dependence and interdependence.
- Bring or involve your spouse or significant others in a class.
- Identify surrogate parents, grandparents, caregivers.
- Learn to effectively manage stress.
- Use a planner with room for your whole life, early morning through late night.
- Work to convert challenges into fulfillment.
- Repeat affirmations ten times during the day. Affirmations should be positive, in the present tense and personal, such as "I walk 20 minutes daily to manage stress, to think creatively and to experience myself."
- Establish priorities for your reading.
- Consider a request to redo an assignment as an opportunity to do it more intelligently.
- Pace yourself.

McDaniel reported that about 75% of the students she interviewed considered exercise a crucial energy source, while others cited hobbies, meditation, prayer and support groups as helpful. ■

CAREER CONNECTIONS

Reach 10,000 women in higher education for only \$230. Call Mary Zenke at (608) 251-3232 by the 20th.



PRESIDENT

St. Mary's College of Maryland, a highly selective public liberal arts college, seeks a new President upon the retirement of Dr. Edward T. Lewis in June, 1996. Founded in 1840 and located in a magnificent waterfront setting, St. Mary's is governed by an independent Board of Trustees, separate from the University of Maryland Systems. The four-year coeducational college has a student body of approximately 1500 and a student-faculty ratio of 13-1. As one of two public honors colleges in the United States, St. Mary's has a remarkably qualified and diverse undergraduate student body. The 1994 entering class has an SAT average of nearly 1200 and was 15% African American, 21% minority overall, and 28% first-generation college bound.

St. Mary's College seeks a distinguished leader with a record of significant accomplishments to continue the College's outstanding progress as a nationally recognized institution of higher education.

The position is available June 1, 1996. Candidate screening will begin immediately and continue until the position is filled. A full position specification is available upon request. Salary is highly competitive.

Applications should include a letter expressing the basis of interest and current resume. Nominations and applications will be treated in absolute confidence and should be directed to:

General Andrew Goodpaster (Ret.)
Chairman, President Search Committee
c/o Brian Clarke
St. Mary's College
St. Mary's City, MD 20686
Fax: 301-862-0454

St. Mary's College is an Equal Opportunity,
Affirmative Action Employer.



CONTRA COSTA, Diablo Valley, Los Medanos

The Governing Board
of the Contra Costa Community
College District

seeks candidates and nominations
for the position of

Chancellor
of
Contra Costa Community College District
Martinez, California

Established in 1948, Contra Costa Community College District (CCCD) is the second oldest multi-college district in California and one of the largest of 73 districts statewide with 34,858 students. It is comprised of three colleges: Contra Costa College in San Pablo, Diablo Valley College in Pleasant Hill, and Los Medanos College in Pittsburg, and the Center for Higher Education in San Ramon. CCCD is governed by an elected five member Governing Board.

Please contact the Board's consultant to request the brochure which describes the position, its qualifications, the District, and the procedure for application.

Paula Carabelli
Wes Kieffer, Ford, Hadelman & Lloyd
2830 Main Street, Suite 620
Irvine, California 92714
714/851-5076
714/851-2412 (FAX)

Screening of applications will begin on June 30, 1995.
Priority consideration will be given to applications received by this date.

Affirmative Action/Equal Opportunity Employer

COLLEGE DISTRICT PRESIDENT MIAMI-DADE COMMUNITY COLLEGE

The District Board of Trustees of Miami-Dade Community College invites applications and nominations for the position of College District President.

Miami-Dade Community College is one of America's premier comprehensive public community colleges, accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, with programs of study for the Associate in Arts and Associate in Science degrees, and a wide array of vocational certificate programs in Health and Human Services, Business and Technology.

Located in Dade County, Florida, the mission of Miami-Dade is to provide accessible, affordable, high-quality education by keeping the learner's needs at the center of decision-making and working in partnership with its dynamic, multi-cultural community. During 1993-94, the College's five main campuses, New World School of the Arts, and numerous outreach centers, enrolled 120,178 individuals, for credit (76,787) and non-credit (43,391) instruction. The College enrolls more black, more Hispanic, more low-income, more second-language, and more initially underprepared students than almost any other college or university in America.

Miami-Dade's annual budget of approximately \$180 million is funded primarily by State of Florida appropriations and student fees. The College receives additional support from a community tax initiative that yielded the largest endowment of any community college. The Miami-Dade Community Foundation, Inc., secures and disburses gifts from private and public sources for the benefit of students and programs of the College.

Qualifications for the successful candidate will include:

- A proven record of leadership and commitment to the values of the comprehensive community college concept
- A philosophy of continuously identifying educational needs of and improving services to diverse constituencies
- A distinguished record of progressively responsible leadership over at least a ten-year period in higher education or a relevant field, with demonstrated success at the senior management level
- A record of successful working relationships with legislative bodies and governmental agencies
- Demonstrated leadership in the development of external and alternative fundraising efforts in support of institutional initiatives
- A demonstrated commitment to the principles of access, excellence and student success in an institutional setting
- Commitment to a fundamental belief in providing educational opportunity for all individuals who wish to develop their potential
- A record of success in recruiting and retaining minority faculty, staff and students
- Demonstrated experience in a racially and ethnically diverse setting, preferably within a multi-campus system
- A leadership style that emphasizes openness, consultation, and respect for a shared governance process
- Experience in establishing an institutional vision and strategic planning process which includes effective communication with broad constituencies
- A record of dedication, creativity, innovation and growth in a leadership role
- An established record of fiscal responsibility with an understanding of the complexities of a variety of funding strategies
- A good understanding of technological systems as they apply to instructional, administrative, and workplace needs
- An earned Doctorate Degree

Candidates must submit a complete application package, consisting of: 1) a letter of application, 2) a curriculum vitae, and 3) contact information for five references. Application packages must be postmarked no later than July 20, 1995.

References will not be contacted with the applicant's permission.

Application/nomination material should be sent to:

Coordinator for Presidential Search
Miami-Dade Community College
Human Resources Office
Room 1118, Kendall Campus
11011 SW 104th Street
Miami, FL 33176
(305) 237-2055



President

Seminole Community College - Sanford, Florida

As a result of the planned retirement of the founding President, the District Board of Trustees invites applications and nominations for the position of President of Seminole Community College.

Seminole County is a densely populated county just north of Orlando and has one of the highest per capita incomes in the State. With a population of approximately 300,000, Seminole County comprises 352 square miles.

Seminole Community College was established by the 1965 Legislature and began classes in the fall of 1966. SCC is a comprehensive institution serving approximately 30,000 students annually. As a comprehensive community college, SCC offers instruction in three distinct educational areas: College credit, Vocational credit and Adult and Continuing Education. The College offers the first two years of postsecondary instruction which leads to the baccalaureate degree, a vocational education program which includes 22, two-year associate in science degrees and 27 certificate programs. Adult and Continuing Education programs which include an Adult High School and Community and Continuing Education. In addition, the College offers cultural enrichment opportunities, economic development initiatives, and business and industry support services.

The successful candidate will possess:

- An earned doctorate from a regionally accredited institution.
- Ability to interact with all segments of the communities in Seminole County and attract and raise support funds from those communities for the College Foundation.
- Documented experience in fiscal management and long-range planning.
- Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, and ethnic backgrounds of the community and college employees and students.
- Dedication to the principles and maintenance of academic freedom.
- Experience in community colleges and related fields, with a minimum of five years of full-time experience at the senior administration level.
- Current knowledge and understanding of educational finance, educational and facility planning, organizational management, and community college curriculum and instructional programs, including transfer, vocational, and adult programs.
- Demonstrated leadership in developing successful community college educational programs.
- Commitment to the comprehensive community college mission.
- Ability to address the political necessity of interacting with state legislators to effect the distribution of tax dollars for the benefit of SCC; and the ability to effect the enactment of legislation that governs the operation of community colleges.
- Personal qualifications such as: a demonstrated record of community involvement, highly developed interpersonal communication skills, ability to make effective public presentations, and a record of personal conduct that is beyond reproach.

To apply, or nominate, send a brief letter of intent to the:

Presidential Search Committee
Dean of Personnel Services
Seminole Community College
100 Weldon Boulevard
Sanford, Florida 32773-6199

Telephone inquiries should be directed to William H. Baker, Director of Institutional Advancement, (407) 328-2030.

Letters of intent, or nominations, shall be accepted until 2 p.m. EDT, July 14, 1995. Pertinent information and application materials shall be promptly provided. The required responses to the materials shall be accepted until 2 p.m. EDT, July 28, 1995. Application materials will not be provided to persons who do not provide written intent to apply, or, whose written nomination was not received by 2 p.m. EDT, July 14, 1995.

NOTICE: The entire Presidential Search Process is subject to the Florida Sunshine Amendment, Article II, Section 8, Florida Constitution. All materials in the application will be made available to the public upon request. SCC is an equal access/equal opportunity community college.



AMERICAN ACADEMY OF ARTS AND SCIENCES

Executive Officer

The American Academy of Arts & Sciences of Cambridge, Massachusetts, is seeking a new Executive Officer to succeed the present incumbent who intends to retire shortly. The Academy is one of the oldest honorary learned societies in North America, founded in 1780 as a learned society dedicated to the cultivation and advancement of the arts and sciences. It has a dual function: to honor achievement in science, scholarship, business, public affairs, and the arts; and to conduct a program of projects and collaborative studies in a wide variety of subjects ranging from the Natural Sciences to the Arts & Humanities, with an emphasis on areas where the results of scholarly research intersect with public policy. Among its publications are the quarterly journal *Daedalus*, its 3500 Fellows nationwide and 600 Foreign Honorary Members constitute a powerful intellectual resource for those studies.

The Executive Officer is the principal full-time executive, responsible for supervision of all of the Academy's activities in both its Cambridge House and its two regional centers in the midwest and west under the general policy guidance of its elected officers and Fellows, and with the assistance of a small staff.

Because of the recent transformation of the Academy into a national (and to some degree, international) institution, the position of Executive Officer has assumed greater potential. The Executive Officer is expected to provide continuity in intellectual vision and leadership and to cultivate coalitions among Fellows from different disciplines in the launching of new studies, often in anticipation of public policy implications of recent scholarly findings.

Although the Academy has a substantial endowment, including some funds that can be used in the early definition of new projects, it is not financially self-sufficient, and so an important function of the Executive Officer is the support of the Officers and Fellows in raising funds both for the conduct of projects and for the general operations of the Academy.

Thus, the Executive Officer is expected to be a good manager, effective in dealing with staff, potential funding sources, and scholars from many different disciplines, but also an individual with some independent scholarly reputation in his or her own right.

The Academy is an Equal Opportunity Employer, and qualified women and minorities are especially encouraged to apply for this position.

Applications or inquiries should be addressed to the chair of the search committee, Professor Harvey Brooks, Center for Science and International Affairs (CSIA), C/O Nora Hickey O'Neil, John F. Kennedy School of Government, Harvard University, 79 John F. Kennedy Street, Cambridge, MA 02138. Tel 617-495-7466, FAX 617-495-8963. They should include a C/V, three references, and a list of principal publications. To be considered, applications must be received prior to July 1, 1995.

TRY WOMEN FOR A CHANGE

When you advertise where you've always advertised, chances are you'll reach those whom you've always reached. Here's your chance to connect with 10,000 of the top people on campus, *Women in Higher Education* readers.

Give a call to Mary Zenke at (608) 251-3232. She's a genuinely nice person who'll take good care of you - and your ad. But call before the deadline of June 20 for the combined July-August issue. Otherwise, she may be off teaching a class on journaling or women's solitude, or going somewhere with her teenaged sons Michael and Paul.

EXECUTIVE DIRECTOR METRO DETROIT REGION CENTRAL MICHIGAN UNIVERSITY COLLEGE OF EXTENDED LEARNING

Chief Academic Administrator of the Metro Detroit Region, which consists of 14,000 students at six locations with an operating budget in excess of 9 million dollars. Requirements include a Doctorate and a minimum of six years' administrative experience in an academic institution including teaching and research experience. Salary is commensurate with qualifications, start date is negotiable. Submit letter of interest, resume and names and phone numbers of three professional references to: Office of the Dean, Rowe 131, CMU, Mt. Pleasant, MI 48859. Screening of applications begins immediately and continues until the position is filled. CMU (AA/EEO Institution) encourages diversity and resolves to provide equal opportunity regardless of race, sex, disability, sexual orientation or other irrelevant criteria.



PRESIDENT DAEMEN COLLEGE Amherst, New York

Daemen College through its President Search Committee invites applications and nominations for the position of College President to replace current President, Robert S. Marshall, who is retiring effective December 31, 1995 after 21 years of outstanding service to the College and the community.

Daemen College is located on a 40 acre campus in Amherst, New York which is the largest suburb of Buffalo, New York. A faculty of 150 serves a student body of approximately 1900. Nearly one-third of the students reside in campus housing. The College is currently in excellent financial condition with an annual operating budget of \$17 million. A residence adjacent to the campus is provided for the President.

Founded in 1947 Daemen College is a private, co-educational, non-sectarian college offering degrees at the baccalaureate and master's level. The President is the Chief Executive Officer of the College and reports to the Board of Trustees.

Candidates should possess each of the following qualifications:

- earned doctorate in a subject matter area from an accredited institution
- proven record of administrative experience at a senior management level in higher education
- demonstrated ability to recruit, motivate and retain faculty of superior academic excellence
- successful experience in fundraising, budgeting, long range planning and managing fiscal resources
- able to coordinate the development and well being of the College through effective relationships with foundation boards, alumni associations and other educational and civic organizations
- ability to communicate and work with diverse constituencies: faculty, students, parents, staff, alumni and the community
- commitment to scholarship, teaching, research and service within the framework of a balanced budget

Applicants should send cover letter, curriculum vita and a list of at least three references to the address below by July 1, 1995. Nominations should also be submitted by July 1, 1995 and must include the name and address of the nominee and a statement supporting the nomination.

Applications and nominations should be addressed to:

Charles L. Lumsden, Chairman
President Search Committee
Daemen College
4380 Main Street
Amherst, New York 14226
Attn: Ms. Barbara Lion

Daemen College is an equal opportunity-affirmative action employer



Provost THE UNIVERSITY OF THE PACIFIC

The University of the Pacific, the first chartered institution of higher education in California (1851), invites applications and nominations for the position of Provost. This is a newly created position and includes the duties of the former Academic Vice President. The Provost reports directly to the President, and is the Senior Vice President of the University and acts on behalf of the President in his absence.

The University is a distinguished comprehensive independent university in California characterized by academic programs taught in a personalized way by a community of teacher-scholars.

Candidates for the position of Provost will be expected to possess:

- A commitment to academic excellence;
- The ability to work effectively with all groups in the University in the achievement of its common vision;
- A commitment to independent higher education;
- A record of effective academic administration at the level of Dean or above;
- An earned doctorate;
- A record of outstanding university-level teaching and scholarship;
- Demonstrated ability and experience in academic planning and budgeting, and academic program review.

The University of the Pacific is an independent, comprehensive university offering degrees at the undergraduate, first professional, and graduate levels. It serves 5800 students in 11 colleges and schools. The University's main campus is in Stockton, a culturally and ethnically diverse city. The University's McGeorge School of Law is located in the State capital, Sacramento, and its School of Dentistry is in San Francisco.

Applications should be accompanied by a current résumé, a statement describing the candidate's interest in the position, and the names of at least three references. Review of applications will begin on July 14, 1995. Applications will be accepted until the position is filled.

Applications, nominations and inquiries should be sent to:

President-Elect Donald DeRosa
Search Committee for Provost
University of the Pacific
Stockton, California 95211

The University of the Pacific is an affirmative action
and equal opportunity employer.

The City College of Chicago is a system of seven public community colleges located throughout Chicago and currently has the following positions available:

ASSOCIATE VICE CHANCELLOR FOR RESOURCE DEVELOPMENT AND GRANTS MANAGEMENT

The City Colleges of Chicago, Office of External Affairs, is currently seeking an Associate Vice Chancellor For Resource Development and Grants Management. Responsibilities will include development and implement a system-wide strategic plan for grantmaking and fundraising strategies and processes. Identify, cultivate, and solicit grants and gifts from corporations, foundations, and individuals. Plan and prepare grant applications. Monitor public sector grant activities. Plan and implement annual campaigns and deferred giving programs. Develop and maintain development data base, files and records. Serve as administrator for the City Colleges of Chicago Foundation.

The qualified individual must have a minimum of five years of senior level resource development and management experience, preferably at the community college level, and a record of successful accomplishments in the development arena. The candidate should have experience with at least one major campaign and success in working with volunteers and major donors. Masters degree, knowledge of development information systems, and excellent writing and oral communications skills are required.

ASSOCIATE VICE CHANCELLOR FOR FISCAL SERVICES/CONTROLLER

We are currently looking for an experienced individual to manage, supervise and direct the Fiscal Services/Controller Division of the Community College District which includes general accounting, financial reporting, grants accounting, accounts receivable, accounts payable, student accounting, financial aid accounting, and federal, state and grant reporting. Maintain and preserve fiscal integrity of the District in accordance with generally accepted accounting principles. Manage, supervise and direct the installation and maintenance of fiscal computerized information system, analyze and manage all fiscal operations and information of the District. Contribute to the mission of the Community College District. Assure fiscal compliance with all state, federal, and local laws and directives.

Qualifications should include a Bachelors degree in Accounting or related field; CPA, MBA or equivalent in years of finance experience. Plus five years experience at an institution of higher education is required. Five years experience as a Controller or Associate/Assistant Controller required. Excellent verbal and written skills.

For consideration forward cover letter and resume to:

City Colleges of Chicago
Human Resources Department
228 West Jackson Boulevard, 12th FL
Chicago, Illinois 60606-6998

The position required Chicago residency within six months.
The City Colleges of Chicago is an Affirmative Action Employer, (M/F/D/V).

Associate Director Office of Academic Multicultural Initiatives The University of Michigan

The University of Michigan's Office of Academic Multicultural Initiatives (OAMI) serves applications for the position of Associate Director. This newly-created position is responsible for assisting in implementing programs and activities designed to enhance and expand opportunities for success for students of color at the University of Michigan. As of fall, 1995, students of color (African-American, Asian Pacific American, Latino/Hispanic-American and Native American) constitute 24.5% of the student body of approximately 36,000 students.

The Associate Director will:

- Supervise and direct the work of support and professional/administrative staffs including training, development, periodic and annual assessments, and salary recommendations.
- Plan and manage procedures for systematically assessing the effectiveness and efficiency of current programs, policies, procedures in order to recommend changes to meet established objectives.
- Coordinate and supervise the preparation and monitoring of office operations and program budgets, including the preparation of budget projections.
- Initiate and coordinate collaborative work teams (internal and external) by promoting shared responsibility and quality management principles.
- Implement and conduct ongoing assessment of staff training and development.
- Prepare and direct completion of annual and monthly status reports.

The successful candidate will report to the Assistant Vice Provost and Director of the Office of Academic Multicultural Initiatives. OAMI was established in 1988 to provide a broad range of programs and activities designed to expand and enhance opportunities for success and achievement for students of color. These programs include: diversity training, research on student of color and climate issues, multicultural programming, various pre-college programs, student academic success and enrichment program (new initiative), and competitive funding for academically-oriented programs by students of color. OAMI has a full-time staff of 12, including nine professional staff and also employs a number of graduate and undergraduate students. OAMI is a unit of the Office of the Provost and Executive Vice President for Academic Affairs, and reports to the Vice Provost for Academic and Multicultural Affairs.

Required Qualifications:

- An earned doctorate degree.
- A minimum of five years of experience in a multicultural/multiracial work environment.
- A minimum of five years of experience in working in a unit with a strong focus on providing programs and activities directed toward enhancing and expanding opportunities for success for students of color.
- A minimum of three years of experience in successfully managing and supervising a multicultural/multiracial staff.
- Considerable experience in developing, managing and monitoring budgets at an institution of higher education.
- Considerable experience working with modern management principles, practices and methods.
- Considerable experience addressing the needs, issues and concerns pertaining to students of color.
- Proven ability in working with various higher education constituencies (students, faculty, staff and administrators).
- Strong conceptual, oral and written communication skills.

Highly Desirable Qualifications:

- Considerable experience in working in an academic affairs' student support unit.
- Knowledge of higher education policies, rules and regulations.
- Experience in working in and promoting computerized office environments.

Salary: Salary to be commensurate with candidate's qualifications and experience.

Application Procedures: Applications will be reviewed by the Committee on a rolling basis and full consideration will be given to applications received by June 30. The University desires to fill the position on or about September 1, 1995. Applicants should send a cover letter (three pages or less) highlighting their pertinent qualifications for the associate director's position and a current resume including a list of references to:

Professor B.J. Evans, Chair
Advisory Search Committee
The University of Michigan
1042 Fleming Administration Building
Ann Arbor, Michigan 48109-1340

The University of Michigan is an Equal
Opportunity/Affirmative Action Employer



DEAN
College of
Engineering



The University
of Alabama

The College of Engineering at The University of Alabama is seeking a dynamic and resourceful leader with a nationally recognized record of achievement who will merit appointment as a tenured professor.

Essential characteristics include administrative, leadership, communication, and interpersonal skills that allow successful interactions with diverse groups.

Equally important is the ability to foster excellence and innovation in undergraduate and graduate education and research.

The University of Alabama, located in Tuscaloosa (50 miles Southwest of Birmingham) is a comprehensive research institution enrolling 13,759 undergraduate and 3,603 graduate students. The College of Engineering is fully accredited and consists of ten departments with over 1,600 undergraduate students, over 300 graduate students, and 97 faculty.

Applications, nominations, and inquiries should be addressed to:

Dr. Sam Gambrell
Engineering Dean's Search Committee
Box 870278
Tuscaloosa, AL 35487-0278
Tel: (205) 348-1615
Fax: (205) 348-7240

The application should include a cover letter, a curriculum vitae, and names, addresses, and telephone numbers of three references. Review of applications will begin July 17, 1995. Applications received after October 2, 1995, will not be considered.

The University of Alabama is an equal opportunity, affirmative action, Title IX, Section 504, ADA employer.

DIRECTOR
Center for Health Policy and Ethics
CREIGHTON UNIVERSITY

Applications are invited for the position of Director of the Center for Health Policy and Ethics at Creighton University. This nationally recognized center, established in 1985, has at the heart of its mission the development of new thought on ethical and policy issues in health care, comprehensive professional instruction to the University's health science students and service to professionals, policy makers and the general public in understanding and clarifying ethical issues.

The Center: The Center for Health Policy and Ethics is a free standing academic unit located in Creighton University's Health Sciences Center. The Director and Center faculty hold academic appointments in one or more of the Health Sciences Schools (Dentistry, Medicine, Nursing, and Pharmacy and Allied Health Professions) and/or the School of Law. A substantial endowment provides basic financial support.

Creighton University: Creighton University is a Catholic, Jesuit, comprehensive university committed to providing educational excellence in its selected undergraduate, professional, and graduate programs. The University's efforts are directed toward the intellectual, social and spiritual development of its students, faculty and staff. With an enrollment approaching 6500, it is one of the most diverse educational institutions of its size in the nation. The University is located in downtown Omaha, Nebraska, a major urban center with a population of approximately 650,000.

Position Description: The Director of the Center for Health Policy and Ethics is expected to actively engage in the teaching, research and service activities of the Center. In addition, as an administrator the Director is expected to serve as a leader and mentor for Center faculty and staff, establish and implement strategic goals for the Center, coordinate consultation efforts with other institutions and organizations on a local, regional and national basis, and collaborate with others committed to the mission of the Center. The Director reports directly to the Vice President for Health Sciences.

Qualifications: The Director of the Center for Health Policy and Ethics must hold an earned doctorate or professional degree, have an established national reputation in bioethics scholarship, strong leadership skills, a proven track record of contribution to the understanding of ethical issues in health and health care policy, demonstrated commitment to teaching health professions students, and commitment to the values and mission of Jesuit, Catholic education.

Application Procedure: Nominations and applications are invited. Applications should include a letter of interest, a current curriculum vitae, and the names, addresses and phone numbers of three references. The search will remain open until the position is filled, but interested individuals are encouraged to apply prior to October 1, 1995. All correspondence should be sent to:

Victoria F. Roche, Ph.D.
Chair, Search Committee for the Director of the Center for Health Policy and Ethics
Office of the Vice President for Health Sciences
Creighton University
2500 California Plaza
Omaha, NE 68178
(402) 280-3191

Creighton University is an Equal Opportunity, Affirmative Action Employer

DIRECTOR OF AFFIRMATIVE ACTION/
EQUAL EMPLOYMENT OPPORTUNITY
PROGRAMS
RICE UNIVERSITY
Houston, Texas



Rice University invites applications for the position of Director of Affirmative Action and Equal Employment Opportunity Programs. The director will work assertively with faculty, administrators, and staff to increase tolerance, opportunity, and diversity throughout the Rice community and to ensure that the University maintains compliance with the letter and spirit of the federal and state laws and regulations governing Affirmative Action and Equal Employment Opportunity (AA/EEO). The director reports to the President.

A master's degree is required. The successful candidate must also have the following credentials: at least three years of administrative experience related to AA/EEO, preferably in higher education, with experience writing and evaluating Affirmative Action Plans and Programs, a working knowledge of AA/EEO laws, regulations, court decisions, and the ability to interpret and apply these laws, regulations, policies, and procedures; excellent written and oral communication skills, coupled with good interpersonal skills; the ability to relate to all segments of the University community; an understanding of organizational behavior and human relations; and demonstrated experience in organizing, planning, problem solving, data analysis and program evaluation, interviewing, and counseling. Bilingual (English/Spanish) skills and training in conflict resolution are highly desirable.

Salary is commensurate with qualifications and experience.

Review of resumes will begin immediately. A complete position description is available upon request. Applications will be accepted until July 15, 1995. Please send a cover letter, resume, and the name, address, and phone/fax numbers of three professional references to:

Michael M. Carroll
Dean of Engineering, Chair of Search Committee
Rice University MS 364
6100 Main Street
Houston, Texas 77005-1892
FAX: 713-285-5300

Rice University is an Equal Opportunity/Affirmative Action Employer.



EAST STROUDSBURG
UNIVERSITY

Director of Social Equity

East Stroudsburg University invites nominations and applications for the position of Director of Social Equity. Working closely with the University community, the Director is responsible for the development of programs that will enhance social equity on campus. In addition, the Director is responsible for monitoring, coordinating, and helping to assure compliance with Federal, State and University affirmative action and equal opportunity laws, policies, regulations, and guidelines for all categories of employees at the University. The Director will investigate disputes of social equity issues and complaints of discrimination and harassment. The Director reports to the President of the University.

Qualifications should include:

- A minimum of a master's degree required
- A minimum of three years of experience in social equity/affirmative action, preferably in higher education
- Evidence of leadership style which emphasizes collegiality
- Evidence of an ability to communicate effectively with members of the University and larger community
- Experience managing and working cooperatively with people of diverse backgrounds
- Experience in program development in social equity
- A proven record of budget development and management

In addition, experience with collective bargaining would be desirable. Position to be filled on or before August 1, 1995. Starting salary range is \$42,500—\$52,000 depending upon qualifications.

East Stroudsburg University is one of fourteen institutions in the Pennsylvania State System of Higher Education, with an enrollment of approximately 5,500 undergraduate students in the schools of Arts & Sciences, Health Sciences & Human Performance, and Professional Studies. The University is located in the Pocono Mountains, two miles from the Delaware River. New York City is seventy-five miles to the east and Philadelphia is eighty-five miles to the south.

Applications must include a letter of intent, résumé, and a minimum of three letters of reference. All materials must be received by June 3, 1995. Applications and nominations should be addressed to:

Mr. David Felker
Executive Assistant to the President
East Stroudsburg University
East Stroudsburg, PA 18301

To request disability accommodations, please contact Dr. Edith Miller at (717) 424-3390.

ESU is an AA/EEO employer M/F/D/V.
A Pennsylvania State System of Higher Education University

THE LAST LAUGH

When The White House Calls ...

The White House called twice last month.

First it was Rachel, asking if I wanted press credentials to cover the President's speech at the American Association of Community Colleges (AACC) in Minneapolis in April.

Surprised, but not speechless, I said, "Sure."

Several months earlier, I had asked a press rep at the AACC to fax me a list of the presenters and topics, to help me decide whether to attend.

(With hundreds of higher education conferences held each year, I select those to attend based on key factors: speakers and their topics' relevance to readers' interests, costs, timing in *WIHE*'s monthly production cycle... and the weather.)

Earlier, U.S. Secretary of Labor Robert Reich had planned to speak at the AACC conference. Two weeks before the conference, he decided to bring along his buddies, President Clinton and Secretary of Education Richard Riley.

A swing through Minneapolis fit nicely into the President's schedule, between stops in Oklahoma City to help heal a broken city, and Ames, Iowa, to assure farmers of his still backing farm supports.

But back to the White House.

The second call, two days before the conference, was from Vance, probably in the Secret Service, who asked if a Mary Dee Wenniger worked here. I said "Yes," and learned the President's speech was set for 11 a.m. Monday, April 24.

I'm not sure if the White House singled me out because of campaign strategies to go after "the women's vote," or if all press was treated alike, but suddenly the conference looked like a stronger contender for my editorial travel.

Late Friday, subscriber Augusta Julia delivered a disc from AACC listing other speakers' topics and times. Four sessions looked interesting and would fit into a whirlwind, one-day dash.

So I accelerated the production schedule for the May issue, final proofed it at 9 Sunday evening April 23, and six hours later, at 3 a.m. on Monday, was accelerating on the interstate to Minneapolis, listening to country music to stay awake.

Joining the national press corps from ABC, NBC,

CBS, CNN, *Time*, *The Wall Street Journal* and others, I passed through a metal detector like at airports, had my briefcase searched and nodded toward a trained German shepherd. Other press people noted that security was tighter than normal, probably due to the Oklahoma bombing.

More than 200 reporters covered the President's speech, and most had huge cameras.

Press passes came in three colors: blue, green and cream, designating the locals, nationals and "the tight pool," a group of reporters sticking with the President every minute. Mine was blue and featured a picture of the White House. As press, we wandered around in the ballroom and press rooms, took a spot on one of three raised platforms at the edges, and waited.

Noting that one woman photographer clearly had the most and biggest cameras, I asked who she shot for. "*Time*," she said. It was award-winning journalist Linda Ellerby.

The President's speech to the 2,200 attending strongly supported higher education, suggesting reducing the federal deficit by *increasing* education. He promised support to *increase* Pell grants, kill the plan to charge interest on loans while students are still in school, increase direct loans to students, and create a skill grant voucher system to increase training for the unemployed and under employed.

"We dare not let education become a political partisan issue in America," he warned.

After the address, as photographers packed up their equipment and conference-goers filed out, a knot of people clustered by Education Secretary Robert Riley. I joined them, switching from neutral media observer to advocate of women on campus.

As the last to shake his hand, I encouraged him to keep on supporting Title IX, the amendment that outlaws gender bias on campuses of colleges and universities that receive federal funds.

"Don't worry. With Madelaine Kunin as my deputy, there's not much opportunity to do anything else," Secretary Riley joked.

After the official festivities, the press filed out a side door to a waiting bus, to be taken to the airport and the next stop on the President's heartland tour. Blindly following them out the door, I was stopped by security and told this exit was for the *national* press, and perhaps I could find another way out.

Sic transit gloris, or "What are you doing here?"

MDW

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WOMEN
in Higher Education

WOMEN

IN HIGHER EDUCATION

JULY-AUGUST 1995

Volume 4, No. 7-8

Attending to The Human Side of Organizational Change

On your college or university campus, the question is not *if* change is coming but *when*. It's not *who* will be changed but *how* you and your job will change. And most likely, it won't be a superficial change in structure, but a fundamental change in what is done - and how and why.

Whether or not the change works depends on getting people involved.

Valeriana Moeller, executive vice-president and provost at Lansing Community College MI, discussed how organizational transformation is affecting her campus of 20,000 students, 500 full-time and 1,500 part-time employees.

About 40 women at the National Institute for Leadership Development program in June heard her.

Change Means Loss

"The men were crying, coming to my office in great distress," she recalls, when the process started about two and a half years ago.

"The main reactions to change on campus are resistance and fear," Moeller says. "When people think of change, they think of loss: loss of position, power and comfort."

"They feared working with those who had been seen as their competitors," for power and resources, Moeller says. Some took early retirement, some moved to new positions, and others used the psychological counseling offered to employees during the transition.

She notes that her campus followed the five steps of planned change: establishing the need for change, designing changes that effectively answer that need, identifying the impacts of the planned changes, planning the changes that need to be made, and finally making the changes.

The campus also established its own *Guiding Principles Relating to Reorganization*:

- Provide quality service to students and community,
- Recognize reorganization as an opportunity to create a new college culture that encourages each employee to reach her/his potential, encourages an atmosphere of trust and collegiality, and establishes a team approach to decision-making,
- Accomplish the goals of reorganization in a spirit of cooperation and renewal,
- Ensure equitable and fair treatment of all full and part-time employees, and
- Recognize that the well-being of the college

depends on the contribution of individuals.

No Overnight Miracles

Although her campus already has been in transition two and a half years, Moeller says it has another two or three years to go. To those who think a fundamental transformation in how the campus operates will be a one-year process, she says, "Don't kid yourselves. Change will never end. It will be a continuous process."

The school contracted with an outside service to set up counseling services for those who need it during the transition. The service is anonymous, so leaders have no record of who uses it. Employees get the message that it's OK to ask questions, to challenge the changes. They even set up an e-mail system for anonymous questions, and respond to them weekly, distributing answers campus-wide.

Connectedness, Not Communication

Moeller says that a key to the process is keeping everyone connected, and not relying on communication via long memos crammed with information.

"Some people don't read *any* memos, so they'd miss out," she says.

If you must send memos, "Make it short," she advises, and send it to everyone. And bring up the information again at meetings, so those who don't read memos will hear about it in another way.

Phases of Transition

Moeller says the organization's transition can be divided into three phases: Ending the status quo, a neutral zone, and beginning anew.

Celebrating the ending of the status quo includes formal occasions with plaques, thanking people for their past contributions, which allows the school to

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move forward. "It's essential that the ending of this phase be praise-based rather than shame-based," Moeller says. "Planning for the future is not a condemnation of the past."

In the neutral zone, flexibility is the key. Setting firm dates for some changes can interfere with the natural flow. For example, setting a target date of July 1 for changes in the financial aid office may not serve the best interests of students.

Celebrating new beginnings should also be marked with pomp and circumstance. She suggests giving plaques to teams rather than individuals to reinforce the collaborative aspects of the new era.

Be especially careful in attending to the men involved, she says, because many of them may not have the ability to express their feelings about the changes. Another leader suggested that for men, "Their jobs are their lives," so major change may jeopardize their whole identity.

The New Maxims

Change requires a campus-wide shift in focus:

- Instead of acquiring more assets to be bigger, the emphasis is on promoting the welfare of the community, personal growth and development, and helping the community to grow.

- Instead of "every man for himself," the objective is to manage one's self in the context of the larger community, including students, other schools and businesses.

- Instead of leadership exclusively by white males, a diverse leadership includes women and minorities.

- Instead of conforming to the status quo, the new plan embraces diversity and encourages self-expression in the context of group responsibility.

- Instead of blaming the college or the government for personal or social problems, the idea is to take responsibility for our own lives and communities at home and work, by structuring the organization to seek creativity at all levels.

- Instead of accepting duplicity, game-playing and "anything goes as long as we don't get caught," authenticity is the standard for all human affairs. "Otherwise," Moeller asks, "Why would anyone tell the truth?"

- Instead of competing in a win-lose context, there is collaboration in the context of a win-win situation. "When you feel you're going to lose, of course you're going to resist," Moeller explains.

- Instead of valuing form over substance, the new organization values substance over form.

"It takes a lot of commitment and resources to move to the new model," Moeller admits. "Some days we do better, some days not so good."

The Beginnings

The college's transformation was chaos-generated. "We had lost our major source of funding," Moeller says, the local tax district having declined to increase its financial support.

President Abel B. Sykes, Jr. started the process by deciding that the college needed a major transformation to assure its survival, following a recommendation from the North Central Association of Colleges and Schools accrediting agency.

He began by re-convening the college's 32 administrators, faculty and staff already involved in the North Central agency's self-study group. They examined all the functions of the college, looking at their affinity with other functions. There were only two givens: the new structure had to serve the best interests of the students, and it had to reduce the number of divisions from eight to five.

From 32 the group expanded to 80, seeking to structure the five divisions to consolidate functions.

That Ubiquitous Organizational Chart

No transformation is complete without a model, and Moeller obliges. She characterizes the old version as a triangle with four layers divided by lines, with the CEO at the apex, followed by the administration, faculty, and finally the students. In a box above all was the operating board.

The new model is an inverted triangle without lines separating layers. At the top are the students, followed by the faculty, and administrators and the support staff. In a box at the bottom is the board.

"I like to think of students as the reason the college exists, but we have to free ourselves from our old way of thinking to make this happen," Moeller says.

Not Called TQM or CQI

Not linking the transformation to the trendy Total Quality Management or Continuous Quality Improvement was a conscious decision. "Organizations get hung up on the tools, and never deal with the human side of the equation," she says. "It's the people who are going to make the organization effective." If they don't, TQM or CQI becomes a fad that quickly fades away, she says. Finding some things from TQM that did work, they willingly borrowed them for their processes.

Moeller calls organizational transformation, "a challenging process. Some love it and some hate it. I love the challenge of it."

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WOMEN IN HIGHER EDUCATION

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Mission: To enlighten, encourage, empower and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.

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State Bills Support Women Athletes to Preserve Men's Athletics

Lawmakers in Illinois and Louisiana would allow public schools to offer tuition waivers to women athletes, in order to avoid reducing men's scholarships or teams, to meet Title IX requirements.

In Illinois, the tuition waiver bill has passed both houses of the legislature. "Without assistance, state colleges and universities find themselves with no recourse but to eliminate men's athletics in order to accommodate women's athletics," the Illinois bill explains, and schools' NCAA status and football teams are in jeopardy.

In Louisiana, sponsor Rep. Garey Forster explains: "My idea is to support women's athletics by increasing the number of scholarships for women before the federal courts or the NCAA tell them to decrease the number for men's athletics."

The Louisiana bill has passed the house of representatives, according to *The Chronicle of Higher Education* of June 9, 1995.

In Massachusetts, Gov. William F. Weld asked the state legislature for special funds to improve athletic facilities for women on four U-Mass campuses, at a cost of \$7.4 million.

They are needed to comply with Title IX of the Education Amendments of 1972 requiring gender equity in federally funded programs, he said.

Women Students Become the Majority At Nation's Top Medical Schools

At Harvard, Johns Hopkins, Yale and 15 other medical schools, the majority of first-year students are women. Overall, women make up 42% of both applicants and entrants at the nation's 126 medical schools, according to the Associated Press.

Because admissions are based on a combination of test scores, recommendations and interviews, the increase in women has many causes—and effects.

"Women seem to communicate better in the interview," explains Gerald Foster, Harvard's associate dean for admission. And because many women applicants are older, "they bring some life experiences and maturity that adds to a class."

Changes in classroom discussions and locker rooms have accompanied the new student demographics. Medical school professors no longer slip in photos of bikini-clad models and sexist jokes to enliven classes.

At Yale's medical school, the fraternity-house atmosphere is gone. Associate Dean Robert Gifford says, "I can't tell you how much better it is... a much more civil place to be."

In time, expect women med school leaders, and more than one woman doctor at your local HMO.

"Boycott California" to Preserve Affirmative Action, Lawmaker Hints

Gov. Pete Wilson's plans to dismantle a wide array of affirmative action policies that level the playing fields for women and minorities in higher education admissions, jobs and contracts may meet an equal and opposite force: the almighty dollar.

If California voters approve an initiative to abolish affirmative action planned for the spring 1996 ballot, California may face an economic boycott by groups canceling conventions there.

"Those who are making these policies will understand that for every action, there is an opposite and equal reaction," observed Rep. Kweisi Mfume, a Maryland Democrat who formerly led the Congressional Black Caucus.

He suggested that national groups consider the same kind of boycott that was activated against Arizona, after voters there rejected declaring Martin Luther King's birthday a national holiday.

The NAACP and other groups canceled national conventions there. Phoenix alone lost \$96 million in revenue when 54 groups and their 165,000 members convened elsewhere, according to the *Wisconsin State Journal* of June 12, 1995.

Colleges Seek to Escape Blame for Sexual Harassment by Employees

With more and more women students, administrators and faculty suing both their harassers and the institutions they work for, schools are trying to wiggle out of their liability and financial risk.

Previously, schools have defended their employees, at least until proven guilty in court.

At the College of William and Mary VA, graduate student Karen Veselits says the college failed to properly handle her sexual harassment complaint against a history professor, which she lodged back in September of 1993.

In April of this year, the college itself sued the professor, saying that if he is found guilty, he himself should be liable. Because "the institution doesn't have control over professors on a day-to-day basis, if one professor goes out of line and does something wrong, the college should not be held liable," says the state's lawyer handling the case.

In a case at Virginia Commonwealth University, Anna Kadiki is suing the school for mishandling her sexual harassment case against a professor, and the school has told the professor he is on his own.

Lawyer Eileen Wagner, who is handling both women's cases, says this is the first time that universities have failed to support their own professors.

"This implies that an institution of higher education has no power to supervise the essential function of its faculty, she said, according to *The Chronicle of Higher Education* of June 9, 1995.

Should the school be found not liable for actions

by their employees, they may be less inclined to enforce their own policies against sexual harassment. And under the "deep pockets" doctrine, women suing for harassment would be able to collect less in damages from an individual than from a school.

Separation Agreement Helps a Prez

Like prenuptial agreements spelling out the rules in dissolving relationships, separation agreements in the president's original employment contracts are increasing in popularity.

Carrole A. Wolin, American Association of Community Colleges director of professional development, is working with the president's academy committee to survey presidents of member schools on their contracts.

When presidents are effective change agents, they often suffer for their actions, Wolin says. "Kill the messenger" becomes the rule, and presidents need to protect themselves because they are highly visible and sometimes they make people angry.

"And lots of people are in the wrong place at the wrong time, through no fault of their own," she says. Separation clauses can spell out terms and conditions of their departure and ease the transition.

A report based on survey results will be available at the Association of Community College Trustees session for CEOs in September in Seattle.

Departing Presidents Inspire Memorials

As the presidents of two Massachusetts seven sisters colleges step down this summer after many years of service, members of their college families have chosen unique ways to remember them.

After 10 years of leading Smith College, Mary Maples Dunn is stepping down to head Radcliffe's Schlesinger library. The college is commemorating her term by a series of five wines, bottled by a California winery.

Having been president of Mount Holyoke College for 17 years, Elizabeth Kennan will take a leave of absence, then return to teach history.

The women of the college paid about \$1,500 to rent a billboard in school colors to thank her for "17 years of excellence." It includes her quotation: "The gift we give to one another is honor."

They also paid \$50 to an organization that named a star in the sky after her. She received a notice of the dedication and map of its location.

Harassment Complaints by Women Lead to President's Resignation

Expecting no help from their personnel department, five women employees at Luzerne County Community College went directly to their college's board of trustees to complain of sexual harassment by President Donald Bronsard.

An independent investigator interviewed 17 people, including Bronsard and the five women. Bronsard resigned as president just days before the investigator presented the trustees with a 17-page report including details of the women's charges.

Although the board of trustees voted 10-2 against releasing the report, they sent it to the county board of commissioners, which then made the report public. The chair of the college's board of trustees was also accused of harassment.

Bronsard was also accused of illegally taping phone conversations with college trustees to try to improve the terms of his resignation settlement.

With this incident as a lightning rod, college leaders are surveying employees to determine if there are more widespread problems of gender equity and sexual harassment there. If they find positive answers to questions like, "Has gender had an impact on your job at LCCC?," there may be a need for a climate study to follow up.

Some women said they "distrusted" the school's sexual harassment policy and were "frustrated" by the personnel department's perceived inability to act on their sexual harassment complaints, according to the Wilkes-Barre PA *Citizen's Voice* of March 31, 1995.

Another Women President Moves On

Simmons College MA is the latest school to suddenly lose its president. Jean A. Dowdall had been at the private liberal arts college only two years when she suddenly resigned in May, reportedly due to a conflict with the college's governing board. She will become a fellow at the American Council on Education.

Scarcely a month earlier, Simmons College Provost Jane Milley resigned from the newly created position that she had held for about a year. Before coming to Simmons, Milley had been VP of academic affairs/provost at SUNY-Oswego.

STAYING TUNED...

It's OK to Discuss Sex in Psychology

A male student who filed a sexual harassment complaint at Cal State-Sacramento has been told that a class lecture on masturbation "was not sufficiently severe or pervasive to create an intimidating, hostile or offensive learning environment."

Craig Rogers charged that he had been traumatized by psychology professor Joanne Marrow's discussion of masturbation as a weight control technique for women.

University officials interviewed other students in the class and decided there was no harassment.

Jumping the Gun

President Kay Rhoads reports that the Medicine Creek Tribal College has not yet been accredited.

Negotiating For Success in Academia

Because negotiating creates anxiety, most women would like a magic wand to deliver what they want without their having to ask for it.

Part of women's discomfort in negotiating is due to the behavior not being modeled at home or in their disciplines; women are culturalized not to ask for what they want.

A faculty member at a liberal arts college in Massachusetts admits feeling better in negotiating for project and program support like facilities and equipment, than for her own salary and benefits.

Part of women's reticence is a lack of practice. A recent PhD said, "As a student, you're infantilized for so long. Then when you're looking for a position, you're expected to know how to play hardball."

In lieu of a magic wand, reduce your anxiety by considering negotiation in three distinct phases.

1. The Pre-Negotiation

The number one culprit in failed negotiations is *ineffective planning*. An academic mentor says, "Don't rush or feel apologetic in asking for more time. Schools know the reality of what it takes to accept an offer, and they won't retract it if you ask for more time."

Robert Wolfe, an agent negotiating for many well known athletes, writes in *Friendly Persuasion*:

Most people just walk into a negotiation and fire away. (Instead)... do your homework... acquire all the information concerning the issues involved, even ones you may not deem as important at a glance.... Because in negotiating, information translates to power. The more facts and knowledge you have, the more viable your position.

Start by researching the school. Is it flush with money, or are they sneaking you in before the hiring freeze? Consider all resources to gather info: colleagues, advisers, periodicals, and more devious means. What are the issues, conflicts, priorities?

Next, decide on your priorities:

- What is your objective, or ideal settlement?
- What will you accept if you can't get that?
- What concessions are you prepared to make?
- Is there a point beyond which you won't go?

One woman at a small liberal arts college was ready to move up. She set her goals: geographical location, institutional resources, salary and benefits.

She prepared applications carefully and mailed them out. When nibbles started coming in, she checked publications, asked colleagues and researched the institutions, so she could boldly ask for what she wanted, and feel fairly secure in getting it. "I felt that I was interviewing them as much as they were interviewing me," she says.

Next, review the same questions from the other side, trying to imagine what their best deal might be. Your appreciating their needs and interests can often lead you to surprisingly creative solutions.

Tom Broman and Lynn Nyhart, a married couple, applied separately for a faculty job at the University of Wisconsin. Meeting the search committee chair at a conference, they suggested he hire them to share the job before he made an offer.

The chair asked them what they'd need to make a

move, and they told him. After conferring with his committee, he offered each a 60% position as an associate professor, which they accepted.

This type of negotiating must be done early in the process. Once a job is offered, it's too late to start negotiating for your spouse, because deans need lead time to work out such accommodations.

Practice conducting a negotiation session with your mentor, spouse or colleague to map out some options and solidify your sense of power. It can also clarify points you might have overlooked earlier.

The final step in pre-planning is to write out your plan in the clearest language possible. In the heat of the moment, you could forget a key detail. Once the deal is done, it's too late to amend it.

2. The Negotiation Itself

Unfortunately, many see negotiations as an adversarial process, treating the other side as the enemy rather than an ally, to prove that their position is the correct one. Men do this frequently.

This creates the same response, destroying the sense of trust and willingness to share information you need for a mutually satisfactory settlement.

Of course, sometimes it's strategically important *not* to share all the information, like when you have to stall one offer while another is being finalized.

At every negotiation, not only is the *content* being negotiated, but also the *relationship* between the parties. A collaborative climate encourages data sharing and creative problem solving. The steps:

Clarify the issues. Nept negotiators march from small talk directly to bargaining, making offers and asking for concessions, without first defining just what is the issue. "Leaping without looking" prevents full appreciation of the issues.

Define the discussion by: Asking questions about specific concerns, clarifying things you are unsure of, listening without interrupting, being prepared to discuss your own issues-needs-interests, and summarizing all the issues you've discussed BEFORE you move on to the bargaining stage.

Find a solution. Your goal is to achieve a mutually satisfactory solution, one that both parties can support. This requires listening carefully to the other side's suggestions. The good negotiator:

- **Asks questions**, both to clarify the issues and to understand the other's needs and interests.

- **Actively listens**, without interrupting, to read between the lines.

- **Clarifies**, by re-stating what they have heard, both the words and feelings, to confirm their understanding of what's been said.

- **Finds the intangibles**, the unvoiced needs and interests that are often critical to the negotiation.

- **Proposes and seeks solutions, having clearly understood the issues-needs-interests.**

- **Summarizes**, a vital step to insure mutual understanding and agreement.

3. The Conclusion

At the end, take time to reiterate what each side has agreed to, and the next steps in the process, and put it in writing. Skipping this step can lead to confusion and disagreement later. Trust me on this. ▀

RL

A Title IX Checklist to Score Your School's Athletic Program

Based on the Title IX Athletics Investigator's Manual 1990, prepared by Valerie M. Bonnette and Lamar Daniel, both formerly of the Department of Education's Office of Civil Rights. This is from a program review sheet provided at the April American Association of Community Colleges conference session on gender equity in athletics, held in Minneapolis.

Answer each section honestly, keeping in mind how an outsider would objectively perceive your athletic program.

1. Athletic Scholarships. Does the school provide reasonable scholarship opportunities for women and men in proportion to the number of students of each sex in intercollegiate athletics?

women athletes ____ scholarship \$ ____
men athletes ____ scholarship \$ ____

☐ YES ☐ NO

2. Accommodation of athletic interests and abilities. Are there equal opportunities for each sex in the selection of sports and levels of competition? Three components assess this factor, and at least one of your answers must be an unequivocal YES.

- Is the number of women and men intercollegiate athletes within 5% of their rate of enrollment as students?

- If members of one sex have been underrepresented in the past, is there a pattern and continuing practice of expanding their program that is demonstrably responsive to their developing interests and abilities?

- If members of one sex are underrepresented, and programs for them have not been expanded, can you demonstrate that the current program fully and effectively accommodates their interests and abilities?

☐ YES ☐ NO

3. Equipment and supplies. Do athletes of both sexes receive equal value in quality, amount, suitability, maintenance/replacement, availability?

☐ YES ☐ NO

4. Scheduling of games and practices. Do athletes of both sexes receive equal priorities? Consider: number of competitions per sport, number and length of practices, time of day for competitions and practices, and opportunities for pre and post-season competition.

☐ YES ☐ NO

5. Travel and per diem allowance. Do athletes of each sex receive equal treatment in modes of transportation, housing during travel, length of stay before and after competition, per diem allowances, dining arrangements?

☐ YES ☐ NO

6. Coaching.

- Are opportunities to receive coaching equitable? Consider the relative availability of full-time coaches, part-time and assistant coaches, and restricted-earnings coaches.

- Are coaches equally qualified? Consider their training, experience and other professional qualifications and standing.

- Are coaches equally compensated? Consider rate of compensation (per sport, per season), duration of contracts, conditions of contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.

☐ YES ☐ NO

7. Academic tutoring provided.

- Are opportunities to receive tutoring equitable? Consider the availability of tutoring and procedures and criteria for getting it.

- Are tutors of equal quality? Consider their qualifications, training and experience.

- Do tutors receive equal compensation? Consider the hourly rate of pay and the nature of the academic subjects, their pupil loads per season, tutor's qualifications and experience, the terms and other conditions of their employment.

☐ YES ☐ NO

8. Locker rooms, facilities for practice and competition. Consider whether women and men athletes get equitable treatment: in quality and availability of facilities for practice and competition, exclusive use of facilities at these times, availability and quality of locker rooms, maintenance of practice and competition facilities, preparation of facilities for practice and competition.

☐ YES ☐ NO

9. Medical training facilities and service. Consider whether men and women athletes get equitable availability and quality of medical personnel and assistance, insurance coverage for health-accident-injuries, weight training facilities, conditioning facilities, athletic trainers.

☐ YES ☐ NO

10. Housing and dining facilities and services. Do women and men athletes get equality in housing, dining and special services like parking, laundry?

☐ YES ☐ NO

11. Publicity. Consider whether women's and men's programs are equitable in the availability and quality of sports information personnel, access to other publicity resources, quality and quantity of publications and other promotional devices.

☐ YES ☐ NO

12. **Support services.** Do both programs receive the same amount of administrative, secretarial and clerical assistance, and have equitable office space and equipment?

- ☐ YES ☐ NO

13. **Recruitment.** Is there equity in the recruiting processes for women's and men's programs? Consider whether coaches and other professional athletic personnel get equal opportunities to recruit, whether resources provided are equivalently adequate to meet the needs of each program, and whether the differences in benefits, opportunities and treatment of prospective student athletes of each sex have a disproportionately limiting effect on the recruitment of students of either sex.

- ☐ YES ☐ NO

Scoring

Give yourself 1 point for every time you can honestly answer YES.
Total points: _____

A NO answer to number 1 on scholarships and particularly number 2 on accommodating interests means trouble. Fix these two areas fast.

13-11. **You're pretty clean,** with just a few smudges on your reputation. Unless they are in the areas of accommodating interests or scholarships, you may escape penalty. Why not take care of them now, when you're so close to being in compliance? With all that you have invested in your program, why risk it in court or in governmental actions?

10-8. **Overall, you have the right idea,** but there are still too many inconsistencies.

Don't just cap men's rosters and put extra women on team rosters to make it look equal, like they're trying at the University of Wisconsin.

(Coach Karen Gallagher says 20 players is the most she can handle on the new women's softball team, but school officials are pushing for 24. Some research shows that men will stay on a team roster even though they get very little playing time, while women will not. Why else would a football team have a roster of 120 for a 60-minute game?)

7-5. **Historically, your program has a lot of discrimination to overcome.** Why not start with a few of the more blatant problems now, especially the first and second, and work your way down?

4 or fewer. **It's amazing that your school has stayed out of court this long.** Bring this checklist to the attention of school leaders ASAP, so they can see what the criteria are for components of an equitable athletic program.

Just One More Little Thing

This checklist was previewed by Val Bonnette, who co-authored the 1990 manual and now heads the consulting firm Good Sports, Inc., specializing in helping schools on Title IX and gender equity.

The fact sheet on which this was based lists Lamar Daniel as first author of the manual, while the title page of the manual itself lists Bonnette first.

Good Sports, Inc. is at P.O. Box 3003, Oakton VA, phone (703) 648-9022; fax (703) 648-9021

MOVEABLE TYPE

Women's Ways of Leading Gain Respect in the Corporate World

Look out, sharks. Your feeding frenzy is over. The democratic dolphins of the world are nosing you out of leadership positions in business, a new book reports.

Even colleges and universities, alert to adopting successful business practices, are promoting women administrators who allow their gentler sides to show. And, they're being effective leaders.

For *Swim with the Dolphins: How Women Can Succeed in Corporate America on their Own Terms*, (Warner, \$19.95) authors Connie Glaser and Barbara Steinberg Smalley interviewed 200 successful women corporate managers.

Their participatory management styles encouraging teamwork and staff empowerment can result in a more productive workforce, replacing old hierarchical, military styles of open competition.

Formerly women who aspired to top leadership were told they had to adopt shark-like attributes to succeed. Now a new style of management, more closely associated with women, is being accepted as an effective alternative. In fact, the new "power tools" of the workplace combines both management styles, being gentle but tough when necessary.

Although not all men are sharks and not all women are dolphins, the authors say the contrasts between the species is a good comparison to the styles associated with gender attributes:

- Sharks are tough taskmasters; dolphins are compassionate.
- Sharks are aloof; dolphins are visible and friendly.
- Sharks emphasize competition; dolphins like cooperation.
- Sharks reject new ideas; dolphins welcome them.
- Sharks are manipulative; dolphins are open and honest.
- Sharks demand staff loyalty; dolphins know they must earn it.
- Sharks are task-oriented; dolphins are task-oriented and people-oriented.

Women, they say, are exactly what institutions need to remain effective in the 1990s and beyond.

Finally, the rest of the world is noticing. 

Are Women More Ethical? It Depends...

Theorists seeking to empower women by emphasizing distinctively female ways of thinking and calling them "female ethics" may be creating more problems than they solve.

Daryl Koehn, assistant professor of philosophy at DePaul University IL, speaking at the National Conference on Ethics in America at the University of California-Los Angeles in February, also wonders whether their distinct way of thinking constitutes an ethic or a code of conduct.

Women Vs Men on Ethics

Theorists point to some distinct differences in how women and men decide on ethical conduct. They say that men rely on a rules-based approach to problem solving, in which they establish rules and rank them hierarchically, deciding which rule "trumps" in order to arrive at an ethical conclusion.

Women, on the other hand, are "anti-rules" based. They "emphasize a listening approach, in which the standards to be applied evolve through a conversation with the affected parties."

As an example, Koehn refers to a classic Carol

Gilligan exercise in which girls and boys are asked what they would do in this scenario: a man whose wife is dying knows the local druggist has the drug needed to save her life. He doesn't have the money to buy the drug. Should he steal it?

Gilligan found that boys invariably ask, "What are the rules involved?" and decide which rule trumps. The boys decide that it was unjust to break in and steal another's property, thus allowing the property rule to trump the "life is precious" rule.

Girls, on the other hand, ask, "What are the options available to the man?" and want to get the parties to talk about them. In this way, "the dialogue reveals the standard by which to act," Koehn asserts.

She says Gilligan also uses this as an example of men's "closed" reasoning process involving a set of established rules, while women's "open" process seeks to learn what a dialogue will reveal. Attempting to resort to rules, argues Gilligan, distorts the situation by imposing standards.

The Risk Factor

Another major difference is women's acceptance of the inevitability of risk in any situation, and therefore the need for trust, Koehn says.

Philosopher Annette Baier says that men believe that risk can be controlled by putting all possibilities into rules, and establishing written contracts, so there is no need for trust in the other.

In contrast, women believe that an element of trust in the other is always needed, since "you can't control all factors in a situation."

Interpersonal Vs. Structure

Koehn says the last major distinction the theorists make is the difference between women and men in reasoning processes: Women focus on the interpersonal, while men focus on a structure. Women trust the person, not the structure.

But Is It an "Ethic?"

Koehn presented two scenarios in which participants

were asked whether the "female ethic" helped them come to an ethical solution to a problem. In one, a bank employee is working late with a male co-worker, whom she has known for many years. He makes a sexually suggestive comment to her. What should her response be?

The theorists would have you "reach out for the other... allowing the other to fill your firmament." Participants said that could put her at risk of assault.

In the second scenario, a salesperson goes to Japan. The Japanese customers know that the salesperson has three days to close a deal. On the last day, they invite the salesperson out for yet another dinner. Should the salesperson feel put out?

The female ethics of trust and caring would say "no," one should "listen to the other," and "value the relationship." But the ethic of doing whatever it takes to close the deal leads to the same action.

In both cases, participants believed the "female ethics" focus on trust and caring was insufficient.

Stereotypes Reinforced

In addition to Koehn's concern with whether these

distinct ways of thinking constitute an ethic, she points out that they stereotype women and focus on interpersonal relationships,

or "caring," as an end in itself.

The stereotyping is illustrated in the choice of examples used to show how women make decisions. Gilligan uses the issue of abortion: how women decide whether or not to have an abortion, given that they're in a stable, caring relationship.

"Why," asks Koehn, "if you're trying to get at decisions about self and identity issues, is there this focus on mothering issues? Why not look at how women decide on a profession?"

Using a model of caring that is mother/child focused, she claims, excludes definitions of caring beyond nurturing.

What's the Goal?

She argues that for interpersonal caring to be ethical, it must be "sifted through the lens" of a more concrete goal. For example, the goal of a doctor is not to be nice, warm and friendly with all of her patients: it's to make them healthy.

In business, the idea that a corporation's goal is to "maintain relationships," an argument presented by stakeholder theorists, would sit well with the female ethic of caring. But Koehn argues, isn't there more to a corporation's goal, such as making a good product and a profit?

"What are you caring for?" is the question that must be asked, for the context is important. What of the woman who is in a destructive relationship? Female ethics of trust and care would have her stay in the relationship, since relationships are highly valued.

Rather than get mired in the idea of care for a person, Koehn suggests that one should trust and care "for the argument," or case being presented, as opposed to the structure or the person, and reach for principles while enlisting the cooperation of others. ▀ DJ

Koehn's ethics clearinghouse: <http://www.depaul.edu/ethics/>

RESEARCH BRIEFS

American Indian Women As Higher Ed Administrators

Do cultures clash when American Indian women become administrators, and are their gender and ethnicity a double bind?

Via ethnographic interviews of six administrators at one university, researcher Linda Sue Warner, director of Penn State's American Indian Policy Center, looked for signs of dissonance for the women, and double trouble in identities.

They were age 38 to 55, with 15-30 years in higher education.

In discussing ethnic or sex role modeling, she found that some aspects of the American Indian culture conflict with the role of administrators in higher education.

For example, the Indian culture values showing respect for elders. This can cause dissonance when those elders in the higher education community are "good old boys" who see women supervisors as clerical support rather than equals.

"Most Indian women are too smart (to get themselves) hired into management," she was told.

Warner found no sign of a double bind for American Indian women supervisors that affected their satisfaction with their jobs.

-Initiatives, #4 (Summer) 1995.

Tests Measure Only Faculty Values, Slighting Women

Using data from a 1992 historical knowledge exam, researchers found results from standard tests can present distorted outcomes for women and minorities. They say:

"Educational institutions were founded by men, for men, and still reflect male models of knowing, learning and valuing. The study of history is a case in point, where contributions of women throughout history have been minimized."

In 1992 a faculty committee developed the "objective test" to focus on historical and geographical data they decided liberal arts students need. Questions covered world history, American history and world geography.

Taking the test were 331 college

seniors, 51% women. Results were:

- Women were no less likely to have formal training in history than men,
- Students with more exposure to historical knowledge did better, regardless of their gender,
- Men students performed better regardless of previous exposure to historical knowledge, and
- Removing biased questions (chosen before the test was given) eliminated a significant portion of gender differences in test scores.

Overall, the men were more interested in and knowledgeable about power relationships than the women, as reflected in the test. Of the 71 items, 24 were normally associated with men: war, treaties, occupations and use of force.

Researchers suggest that the results indicate bias in faculty viewpoints, and that faculty test only what they think is important.

"Our data point to the need to examine general education curricula to ensure that they are equally sensitive to the intellectual and personal concerns of both women and men," they concluded.

-Research in Higher Education, April 1995.

Blame the Perpetrator

An experiment on 240 men and women recruited from bookstores, malls, libraries and train stations tested whether manipulating the voice of a news article on a man's violence toward his wife affected the severity of the punishment they recommended for him.

Fake newspaper articles used one of three versions. In the active voice: "(he) beat her, raped her, and committed acts of gross sexual abuse." In the passive voice: "(she)... was subject to beatings, rapes and acts of gross sexual abuse."

The version that implied a "shared responsibility" for the incident in which he threatened to cut her throat, referred to "an abusive relationship, in which there were beatings, rapes and gross acts of sexual abuse."

Subjects could choose one of

five punishments, ranging from therapy to ten years in jail.

Researchers Sharon Lamb and Susan Keon, Brwn Mawr College, said the passive voice suggested the author's neutrality, while the shared responsibility version reflects on the harm but not the perpetrator's causing it.

Subjects who read articles in the active and passive voice did not differ in severity of punishment, but those reading the version implying shared responsibility were far less likely to recommend five or ten years in jail for the man.

Words Affect Beliefs

	Version		
	Active n=80	Passive n=80	Shared n=80
"Punishment"			
1 year therapy	8.8%	17.5%	43.8%
1 year jail	2.5	5.0	8.8
3 years jail	18.8	12.5	21.3
5 years jail	22.5	17.5	8.8
10 years jail	47.5	47.5	17.5

Age was a strong factor in predicting punishment. For the article in the active voice, the group under age 30 was more likely to select a harsher penalty, with 65% choosing ten years in jail, compared to 30% of those 30 and older.

The report said that although journalism schools teach reporters to avoid the passive voice and be as specific and direct as possible, "...there is still a male bias in newspaper rooms."

So articles implying shared responsibility have the effect of insidiously obscuring the male's responsibility for acts of violence.

"...newspapers are shaped by (as well as shapers of) public opinion, and such obscure writing reflects society's own ambivalence about holding men responsible for their violence," they say.

The researchers suggest that by naming the man as perpetrator, reporters can "help the public understand the nature of the violence and assign blame and responsibility more appropriately."

-Psychology of Women Quarterly, June 1995.

Training My Boss: A Work in Progress

By Pat Peabody

I was lucky. I had a great boss. He was smart, treated everyone equally whether they were white, middle-aged and male (which he was) or not (which I was.) He knew the field and his job inside out, and was eager to learn about what he didn't know.

He excelled at communicating the needs of the department to the dean, going to bat for us.

Most importantly, he was secure. If someone did a great job, he was pleased, not threatened that their achievement would overshadow him. And if someone fell short, he worked with them to find a solution that would benefit all concerned.

Too Good to Last

Then, change came. Budget cutbacks. An offer of early retirement. My great boss was gone. To save money, the university decided to promote from within, and the chosen one turned out to be someone I had worked with regularly in another unit.

At first, I welcomed the choice of "Jane" (not her real name) as the new department head. She was intelligent, outgoing, articulate, assertive, and she would double the number of women in the unit.

But Jane had a reputation for having a temper, and I wondered if she could pick up the many highly technical details needed in this new role.

I also wondered how she would adapt to managing an entire department, with a staff of nearly 30, in a position where she reported directly to the dean. Although she'd managed projects, she hadn't managed people. But I convinced myself that her intelligence and desire to do a good job in her first management position would prevail.

The Boss from Hell

I was wrong.

My worst fears came true. Jane was woefully unprepared for the duties of her new position. Her technical knowledge was even more limited than I had thought. She seemed to make some effort to learn, but never seemed to retain what she had learned. She didn't ask questions, so she didn't learn the technical aspects of the job very quickly.

As a manager, she was dismal. She gave only negative feedback, routinely criticizing her staff in harsh tones, and in public. She complained relentlessly about everyone else's incompetence, including people we all worked with regularly.

And her gender was more a hindrance to me, the only other woman in the department, than it was an asset. She acted as if she was competing with me, and resented my technical expertise, becoming very curt and harsh when I used the technical skills that she lacked.

It was a mess. I had gone from the best manager in the world to the boss from hell. I had only one choice: I

had to show Jane how to manage me and to overcome her insecurities and limitations. In short, I had to train my boss.

It Worked!

Now, a year later, the department is running much more smoothly. Although I can't take sole credit, I think my efforts to train my boss have made a difference. Jane is more relaxed and confident, more willing to ask questions and learn.

She freely offers feedback and praise. She asks others' opinions and lets others make decisions and allows others to shine. The department is once again an enjoyable workplace and integral part of the university.

I played a game, and the stakes were my own survival. Here's how I did it.

Teach by Example

Sometimes the best way to teach is by doing it yourself right in front of the student. Jane was reluctant to offer even a morsel of positive feedback, let alone a

simple, "thanks." Based only on the feedback she gave me, I appeared to be failing miserably at my job.

For one project, I worked day and night for a month, only to be told, when asked, "Yeah, I got it." Not until weeks later did I learn that the Dean loved the product, and asked who did it.

So I started praising Jane. Nothing was too small to earn my praise. If she circulated a new journal, I sent her a brief e-mail thanking her for sharing it. I made a point of thanking and complimenting her in front of colleagues, staff members and other administrators. After a big meeting, for example, I'd say to her, "Thanks for helping me out on this" or "Thanks for ordering the new fax machine."

When I showed appreciation of her help, she began thanking me and gave positive feedback.

Do Anything Once.

I've been working on a collaborative project for several years with a group of colleagues in another state. One day a month I fly halfway across the country, meet all day, and fly back that night.

When the time came for my first meeting after Jane took over, she told me to leave the day before the meeting—turning a one day trip into a two day absence from campus. I knew that this was unnecessary; I could accomplish everything I needed to do in one day.

I tried to explain this to Jane, but that only made her more insistent. So I agreed to go early, but made sure to be extra prepared for the meeting, and brought along my laptop computer with fax modem and materials for another project.

I started on the other project on the plane and continued in my hotel room. Later that day, I faxed her a multi-page update, adding, "I wish we were in the

same place so we could discuss it directly."

She got the hint, and I returned to day-tripping.

Instruct and Correct Privately.

Jane needed help with a lot of technical information and skills. But when I tried to help publicly, I risked revealing her lack of knowledge in front of others, and she was reluctant to ask questions when she didn't understand.

One day I was explaining a problem based on a limitation in the computer software we were using. As I explained it to Jane in person, she nodded in seeming comprehension, but asked no questions.

I was pretty sure she hadn't understood me but didn't want to admit it. So I waited a few days and sent her an e-mail: "I just wanted to document the technical problem we spoke about ..." and I proceeded to describe in more detail, and with examples, exactly what the problem was.

Because I had couched the message in the guise of a report, it didn't offend her. I gave examples in the message, and added at the end, "Let me know if I can do anything else in regard to this," rather than, "Let me know if I can answer any of your questions."

The technique worked. Jane understood the situation and was able to make a good decision.

Communicate. Communicate. Communicate.

I drowned Jane in information, constantly updating her on the status of projects, often repeating my oral reports, with follow up memos or e-mail messages. I often sent her copies of messages and memos I got from other colleagues about projects that concerned our department, often with a message like, "I received this from Joe in Financial Aid — thought you'd want to know."

It's the last part of the sentence that counts. Even though the topic was often trivial, it let her know that I recognized her authority and need to know about departmental concerns.

Make the Boss Feel Like the Boss

To counteract Jane's insecurity, I tried to continually let her know that I recognized her role as head of the department. I combined educating Jane with the decision-making process.

Because she lacked the technical expertise to make the right decision in many areas, I passed my conclusions on to her for the final choice.

For example, we were putting out a large publication and wanted to have a companion CD made. Jane asked me to research various services that created CDs and report back to her, so she could make the decision. The results were clear: While all vendors charged about the same, only one used a technical format that would work effectively for our school's students and faculty.

It was essential, then, that Jane choose this vendor. But I couldn't just come out and tell her that; I had to

let her make the decision.

So I clearly documented the choices, selecting two finalists. "These are my recommendations. The second one has the advantage of being completely compatible with the rest of the university. I'll be interested to hear your choice."

I met with Jane and explained this, repeating that I understood the choice was up to her. My report clearly documented the differences among the various vendors. Jane chose the obviously preferred vendor and has since become quite knowledgeable about CD production.

Ask for Advice.

No matter how hellish your boss may seem, there are always areas in which she knows more than you. I learned to capitalize on them.

For example, if I knew she knew more than I did on the history of a certain university program, I'd ask, "Can you tell me about the progression of this program?"

Sometimes I'd even ask her advice on non-work

topics. We share a passion for oriental rugs, and occasionally I'd ask her about a certain type. The catch is that your questions have to be genuine. It doesn't work to

make up questions just to feed your boss's ego. That's ingratiating, not team-building.

Don't Be Afraid to Be Direct.

Much as I disliked it, twice I had to be direct with Jane. The first time was after she publicly scolded a member of the department. I was scared to approach her directly, but even more disturbed by her actions. So a few days later, I asked to meet with her. At the meeting I calmly (well, as calmly as possible) told her that I was very uncomfortable with what she'd done and my feeling was that there was no infraction so serious as to warrant a manager yelling at an employee — in public or private. She quietly listened, and it hasn't recurred.

When in Doubt, Laugh.

Obviously, Jane's transition from insecure newcomer to skilled manager was stressful for all involved. But it wasn't as bad as it may sound. One thing she has going for her is a great sense of humor and an ability to laugh at herself. We diffused many a tense moment by laughing about it.

Once, I'd become quite frustrated with her delay in making an important purchasing decision. The dean was waiting for her choice, as was the whole division. I'd reached the limit of my patience and decided to confront Jane directly.

One afternoon, in a private meeting about other matters, I smiled and said with a laugh, "Do you think you'll know soon which item you'll be purchasing? The suspense is killing me."

Fortunately, Jane laughed too, and the very next day proudly announced her decision. ♡

Student Evaluations Can Harm Women's Studies Profs

Say you're fresh out of grad school, recently hired to teach gender studies and history at a university. You're excited, work hard and think you've done a good job. At term's end, you hand out teaching evaluation forms, expecting glowing reports that will help write your ticket to tenure.

What a blow, when the student evaluations are overwhelmingly *negative*. And worse, the items where you rate lowest tend to be related more to personality than to teaching effectiveness.

Expecting the worst, you turn to the evaluations from your history class. They're overwhelmingly *positive*. How could you be seen as so effective in one course and so ineffective in another? Could something else be going on?

Yes, asserts Elissa Lewis, associate professor of psychology at Southwest Missouri State University. Like other women instructors, she suspected that teaching evaluations are often a "personality contest," measuring how nice you are to students, rather than whether you taught them what you promised. Unlike most, *she did something about it.*

Suspicious Confirmed

Lewis was struck by research showing that students rate instructors on qualities other than teaching skills, which she and many others had experienced. She discovered something else that she'd long suspected: Those who teach women's studies courses get bad reviews across the board, even when the courses they teach get high ratings.

When SMSU, which relies heavily on teaching evaluations, created a minor in Gender Studies, Lewis sought to ensure that the faculty teaching the courses were not being set up for failure. She asked: Are students biased when they evaluate teachers? If so, how can teaching evaluations rate teaching effectiveness?

An Empirical Example

In an intro psych course, 124 volunteers read a one-paragraph scenario describing a course and an instructor. The course was called either Gender Studies or American Studies. The instructor was either a "she" or "he," described either as being a feminist or as having no political orientation.

Most of the students were just out of high school, so they were expected to be "naive" and not have been exposed to a feminist instructor.

Given only this scenario, students first rated the instructor using two measures of personality and sex role attributes. Next, they gave a definition of "feminism." Finally, they completed a teaching evaluation on the "course."

Having neither taken the "course" nor met the "instructor," students demonstrated significant antipathy toward gender studies faculty. "They regarded them as anti-everything that's good and pure and apple-pie and mom," Lewis exclaims.

Those instructors identified as feminists got scathing evaluations of their teaching effectiveness. "They're not very nice and that's the way they teach," students seemed to say. The students had no such negative stereotype toward instructors who didn't describe themselves as feminists.

"Perhaps students didn't know what feminism is," Lewis hoped, "and they're operating off a negative stereotype. If so, education about feminism would reduce their stereotypes."

But 35% of them correctly defined feminism, and their evaluations did not differ significantly from the others who did not understand feminism.

"Niceness" Counts

Further analysis showed that students were evaluating a general "faculty niceness" factor more than any other attribute.

Lewis then examined the teaching evaluation items themselves, seeking those without bias, to construct a fair teaching evaluation instrument.

Since regional accrediting agencies look at learning outcomes, Lewis says, the important thing to assess is the learning acquired and the instructional delivery skills that facilitate that learning, regardless of personality or politics.

"If you want to evaluate based on personality, say so," she asserts. "Otherwise, reframe what you want to know to get at instructional effectiveness."

Citing a typical evaluation form asking, "Was the instructor enthusiastic?" she asks whether it is appropriate for a teacher of a "Death and Dying" course to be enthusiastic?

A better way to assess instructional effectiveness would be to ask, "Was the instructor genuinely interested in what she or he was teaching?" Lewis says, but you'd still need to know if the student acquired the specific knowledge, skills and abilities.

In non-gendered courses, teachers are not evaluated on the basis of their political beliefs. But in teaching gender studies, "It's part of the deal," she notes. Rather than hiding one's feminism, she advises teachers to fully face the issue.

What Works

The best strategy includes making the administration aware of what's going on, she says. Give them copies of studies such as this one or discuss the phenomenon at faculty or departmental meetings—anything to make them aware of what you're up against.

Simultaneously, it means working on how teaching is rated: If all courses and all instructors are to be fairly evaluated, then the practice of using a single measure after the class is over is inadequate at best, as well as hurtful.

Use multiple measures, such as pre- and post-course assessments that focus on learning outcomes rather than personality variables, to counter inherent bias.

Lewis asked: "Can we exercise 'To thine own self be true' at the same time that women and men faculty seem to be required to invoke a 'Don't ask, don't tell' policy, to avoid excommunication from the academy?"

Considering the general political climate of the today, her bottom line is "forewarned is forearmed." ♦

DJ

For a copy of the study, contact Elissa Lewis, Southwest Missouri State University, Psychology Department, 901 S. National Ave. Springfield MO 65804; (417) 836-4790.

CAREER CONNECTIONS

Reach 10,000 women in higher education for only \$230. Call Mary Zenke at (608) 251-3232 by the 20th.



PRESIDENT

The Board of Trustees of Chowan College and its Presidential Search Committee invite nominations and applications for the position of President.

Chowan College was founded in 1848 and is affiliated with the Baptist State Convention of North Carolina. Chowan is a four-year liberal arts institution, located in northeastern North Carolina, approximately 60 miles southwest of Norfolk, Virginia. It offers programs leading to the Bachelor of Arts and Bachelor of Science degrees. It has an enrollment of about 800 students, with about 60 full-time faculty members.

The Search Committee seeks applications from individuals possessing the following characteristics: a commitment to undergraduate Christian higher education; an earned doctorate; administrative and teaching experience in an institution of higher education; the ability to work collaboratively with the various constituencies of the college; knowledge in the areas of finance and budgeting; ability to provide leadership in charting plans for the future; ability to articulate the mission of the college, both internally and externally; skills in fund raising; ability to build teamwork among the groups encompassing the college community.

Nominations and letters of application, accompanied by a resume, should be sent to:

Mr. Clement Yancey
Chair, Presidential Search Committee
ATTN: Mrs. Bettie Ricks
Chowan College
P. O. Box 1848
Murfreesboro, NC 27885

The deadline for receipt of nominations and applications is August 1, 1995.
Chowan College is an equal opportunity employer.



EAST STROUDSBURG UNIVERSITY PRESIDENT

The Council of Trustees of East Stroudsburg University and its Presidential Search Committee announce a national search for a president to succeed Dr. James Gilbert, who will retire following a decade of service in July, 1996.

Founded in 1893, East Stroudsburg University is one of fourteen universities in the Pennsylvania State System of Higher Education. The university enrolls approximately 4700 undergraduate and 850 graduate students in the Schools of Arts and Sciences, Professional Studies, and Health Sciences and Human Performance. With an operating budget of \$55 million, East Stroudsburg has 258 full-time faculty and 280 staff. Located in the foothills of the Pocono Mountains of Northeastern Pennsylvania, the university is eighty miles west of New York City and eighty-five miles north of Philadelphia.

Candidates should demonstrate the following qualifications:

- a strong commitment to East Stroudsburg's comprehensive, public mission to provide academic excellence
- the ability to enhance a sense of community among faculty and staff in a collective bargaining environment
- the communication skills necessary to represent the university effectively in the region
- documented experience in fiscal management
- commitment to the role of the Pennsylvania State System of Higher Education.

The search committee will begin to review candidates in early September, 1995, and will continue until it recommends a slate of finalists to the Council of Trustees.

Nominations and applications, which will be treated in a confidential manner, should be sent to:

Dr. Robert J. O'Hara, Jr.
Chair, Presidential Search Committee
East Stroudsburg University
200 Prospect Street
Box P 220
East Stroudsburg, PA 18301-2999

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PRESIDENT EDINBORO UNIVERSITY OF PENNSYLVANIA EDINBORO, PA

The Council of Trustees of Edinboro University of Pennsylvania and its Presidential Search Committee announce a national search for the President of the University. The current president Foster F. Diebold, has announced his retirement to be effective June 30, 1996 after leading Edinboro University of Pennsylvania since 1979.

Edinboro University of Pennsylvania, founded in 1857, part of the State System of Higher Education of the Commonwealth of Pennsylvania, is a comprehensive institution with approximately 420 faculty and 395 staff serving about 6,847 undergraduate and 637 graduate students. The campus is located in Edinboro, a community 20 miles south of Erie, within 100 miles of Cleveland, Buffalo, and Pittsburgh. The University's operating budget is approximately \$65.5 million.

The Presidential Search Committee seeks candidates who will, along with other qualities, have demonstrated leadership, management, and administrative abilities with a genuine commitment to shared governance in a collective bargaining environment; have a record of academic accomplishment and the ability to lead Edinboro University as a teaching institution with strong research and scholarship; have an appreciation of the role of the Pennsylvania State System of Higher Education and persuasively present Edinboro University's needs for financial support; provide leadership in fundraising; be an advocate for the University's broad range of undergraduate and graduate programs; and have a record of support and action to increase diversity among faculty, administrators, staff, and students. Edinboro University of Pennsylvania is nationally recognized as a leader in programming for students with disabilities.

The President will be expected to assume office on or about July 1, 1996. The committee expects to begin the review of candidate credentials in mid-July, 1995.

Nominations and applications should be directed to: Mr. R. Benjamin Wiley, Chair, Presidential Search Committee, P.O. Box 836, EDINBORO UNIVERSITY OF PENNSYLVANIA, Edinboro, PA 16412-0836.

EDINBORO UNIVERSITY OF PENNSYLVANIA IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER. EXPRESSIONS OF INTEREST FROM MINORITIES AND WOMEN ARE STRONGLY ENCOURAGED.



CHANCELLOR University of Nebraska-Lincoln

The President of the University of Nebraska invites applications and nominations for the position of Chancellor of the University of Nebraska-Lincoln (UNL). The Chancellor is the chief administrative officer of one of the nation's leading comprehensive land-grant institutions of higher learning.

The Chancellor is responsible for providing for all instructional, research and service programs for UNL. The Chancellor is also expected to develop and maintain effective relationships with all appropriate constituencies.

One of four campuses of the university, UNL enrolls over 24,000 students and has more than 7,000 employees. The UNL faculty offers undergraduate, graduate and professional degrees in 32 doctoral programs, 63 master's programs and 135 undergraduate majors. UNL's annual operating budget is approximately \$450 million. UNL is the primary public research institution in Nebraska and has statewide teaching, research and outreach responsibilities.

The University seeks an individual with demonstrated leadership ability, a demonstrable record of excellence in intellectual and academic performance, significant administrative experience in higher education, and a personal commitment to the philosophy of higher education and research. An earned doctorate and university level experience are desirable. A commitment to affirmative action is essential.

The screening of candidates by the President's search advisory committee will begin on or about July 1, 1995 and will continue until the position is filled. Applications and nominations should be submitted to:

Professor David J. Sellmyer
Chair
Search Advisory Committee
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583-0745

The University of Nebraska is an affirmative action, equal opportunity employer which actively seeks and encourages nominations and expressions of interest from minorities and women, and provides reasonable accommodations to the known disabilities of applicants and employees.



WELLESLEY COLLEGE

Vice President for Resources and Public Affairs

The Trustees and President of Wellesley College in Wellesley, Massachusetts seek nominations and expressions of interest for the position of Vice President for Resources and Public Affairs.

The Vice President reports directly to the President and provides leadership for all College fund raising programs and public affairs activities. The Vice President is a member of the President's senior staff and is expected to participate fully in decisions regarding institutional policy and strategy as well as in the life of the College community. The Vice President should possess the experience, vision and creativity to sustain and strengthen a sophisticated and broad resource development strategy for the College—one that continues to engage the President, the Trustees, the faculty and a strong network of alumnae and volunteers.

Founded in 1870, Wellesley College is one of the nation's pre-eminent liberal arts colleges and is dedicated to the mission of educating women from diverse ethnic, geographic and economic backgrounds. To support this purpose, the College remains committed to a need-blind admission policy. The Wellesley College community includes a distinguished faculty of 200 teacher-scholars and 2200 students.

Please forward nominations and expressions of interest, in confidence to:

Search Committee
Wellesley College
c/o Educational Management Network
Post Office Box 792
Nantucket, MA 02554

Wellesley College especially welcomes applications from ethnic minorities as does Educational Management Network.

President Mount Senario College

Mount Senario College is a small 4-year, independent college accredited by the North Central Association (NCA) and a member of the Wisconsin Association of Independent Colleges and Universities (WAICU). The College's 130 acre main campus is located in rural Rusk County in the City of Ladysmith, on the Flambeau River and enrolls 430 FTE students. A growing Outreach Program has a main base in Milwaukee with 30 sites and enrolls 290 FTE students. The College emphasizes service to minorities who constitute 32% of the total enrollment and are comprised of Asian, African American, Native American and Hispanic students.

Having eliminated over \$11 million in debt and established a small endowment, Mount Senario is poised to solidify its future through effective planning, a comprehensive development approach and improved management practices. The College seeks an energetic, involved leader who is comfortable functioning in a rural setting as well as the larger spheres of higher education.

The new President will have a doctorate or other terminal degree and a minimum of 5 years of senior level management (Dean/VP level) in higher education. A thorough knowledge of college administrative practices in the management of finances, enrollment and human resources is essential. The ability to provide leadership in planning, establishment of a well-articulated institutional vision, fund raising and enhancement of Outreach efforts is highly desirable.

Applicants should send a letter of application with resume by July 31 to:

Richard Evans, Ph.D.
Presidential Search Committee Chair
Mount Senario College
1500 College Avenue
Ladysmith, WI 54848-9417

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EXTENSION OF SEARCH COLLEGE DISTRICT PRESIDENT MIAMI-DADE COMMUNITY COLLEGE

Women in Higher Education, June 1995

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CALIFORNIA STATE UNIVERSITY, HAYWARD

Vice President for University Advancement

California State University, Hayward seeks an experienced, energetic professional to provide leadership and direction to its fund-raising and related activities. California State University, Hayward, a public university founded in 1959, is noted for its beauty and proximity to all major Bay Area cities. It is an active and growing member of the 22 member California State University system with undergraduate and graduate enrollment at 13,000. Faculty and students gain from an increasingly multicultural and multinational environment that is characteristic of urban and metropolitan universities.

The Position

The Vice President for University Advancement is responsible for planning, organizing and implementing the university's advancement program, which includes Development, Public Affairs, Alumni Affairs, and Public/Private Partnerships. The Vice President is also responsible for coordinating the fund-raising activities of the university's four schools and its branch campus in Contra Costa county. One of four senior executive officers, the Vice President reports to the President and, as a member of the President's Executive Staff, is directly involved in the overall planning and management of the university.

Qualifications

The ideal candidate will have at least five years of executive-level administrative experience in fund raising and public affairs in higher education or in a large non-profit organization, demonstrated success in fund raising, and excellent leadership, interpersonal and communications skills, with the ability to work with people of diverse backgrounds. Candidates with an appropriate graduate degree will be given strong preference; a bachelor's degree from an accredited institution is required.

Appointment Date

The university seeks to fill the position by December 1, 1995.

Compensation

Starting salary will be competitive and commensurate with qualifications and experience. The position includes a broad, attractive benefits package.

Nominations and Applications

Letters of application or nomination should accompany resumes and be sent to:

VP/UA Search Committee
c/o Dr. Bette Felton, Executive Assistant to the President
California State University, Hayward
Hayward, CA 94542-3001

Nominees for the position will be invited to apply. All candidates must submit a complete formal application, which consists of the following: a) a letter of interest, including a statement of how the candidate satisfies the position qualifications listed above; b) a current curriculum vitae; c) the names, titles, addresses and telephone numbers of five colleagues who can provide current assessments of the candidate's qualifications for the position. Finalists for the position should be prepared to provide three letters of reference upon request. Review of completed applications will begin on September 10, 1995, and will continue until the position is filled.

California State University, Hayward does not discriminate on the basis of age, race, color, national origin, sex, sexual orientation or disability.

The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.

Dean of the Medical School

Indiana University



Indiana University School of Medicine, the only medical school in a state with a population of 5.5 million, is the **second largest medical school in the United States** with 280 entering students spending the first two years at one of the nine centers comprising the Indiana Statewide System for Medical Education. Years three and four are completed on the Indianapolis campus and elective sites. Over 240 students are enrolled in graduate education with 45 M.D./Ph.D. candidates. The School of Allied Health Sciences is located within the School of Medicine and enrolls more than 1,000 students in 19 degree programs. Full time faculty members number approximately 900 with a research grant and contract income of \$80,000,000 yearly. The school is currently completing a \$130,000,000 capital campaign.

Indiana University owns and operates the University Hospital and the Riley Hospital for Children in addition to providing professional care and management for Marion County's Wishard Memorial Hospital. Close institutional ties are maintained with the Richard L. Roudebush Department of Veterans Affairs Hospital, the Larue Carter state mental health hospital and the State Department of Health, all located at the Indiana University medical center on the 285 acre campus of Indiana University Purdue University at Indianapolis. Negotiations are underway to form a separate corporation merging the University Hospitals with Methodist Hospital of Indianapolis.

The Dean of the medical school is the chief executive officer of the School of Medicine, which includes all statewide centers for medical education and, currently, the University Hospitals. The Dean is responsible for staffing, budget, curriculum, student affairs, academic affairs, and some management of facilities. The major qualifications for this position include a successful record of academic achievement and administrative leadership in medical education. The successful candidate must demonstrate a commitment to excellence in medical education, research, patient care, and the ability to explore collaborative opportunities with health care providers, state agencies, and other educational programs.

Applications for the Deanship will be considered as soon as they are received. Those on hand prior to August 31, 1995, will receive priority consideration. The position is expected to be filled by November 1, 1995.

Please submit applications or nominations to:
Joe C. Christian, M.D./Ph.D., (Chair)
Search Committee for the Dean
Indiana University School of Medicine
Fesler Hall 302, 1120 South Drive
Indiana University Medical Center
Indianapolis, Indiana 46202-5114
Telephone: (317) 274-2241
Fax: (317) 274-8439

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DEAN OF THE GRADUATE SCHOOL OF BIOMEDICAL SCIENCES



University Of Texas Medical Branch At Galveston

The University of Texas Medical Branch (UTMB) at Galveston is seeking to fill the position of Dean of the Graduate School of Biomedical Sciences. The Graduate Dean has the responsibility for the management of graduate education at UTMB. This is done with the assistance of the staff of the Graduate School and through interaction with the Executive Committee of the Graduate School, which includes the elected Directors of the various graduate programs. The Graduate Dean reports to the Vice President for Academic Affairs. The graduate faculty now numbers 267, and the graduate student body includes 124 Masters, 183 Ph.D., and 31 M.D.-Ph.D. candidates.

Graduate degrees are offered at both the Masters and Ph.D. levels. In addition, there is an active M.D.-Ph.D. program. The three graduate programs at the Masters level are in Nursing, Allied Health and Medical Science. The nine Ph.D. programs are in Cell Biology, Cellular Physiology and Molecular Biophysics, Human Biological Chemistry and Genetics, Medical Humanities, Microbiology and Immunology, Neuroscience, Experimental Pathology, Pharmacology and Toxicology, and Preventive Medicine and Community Health. A doctoral program in Nursing has been approved by the University of Texas and is under review by the Texas Coordinating Board for Higher Education.

Applicants should have a Ph.D. degree or an equivalent advanced research degree, a distinguished record in science and a demonstrated ability in administration. They should be qualified for a position as tenured full Professor in one of the Departments at UTMB. Criteria for selection will include a commitment to the development of the careers of the graduate students, advocacy for a variety of types of research, including both basic and clinical research, skill in promoting research collaborations and multidisciplinary programs, a willingness to foster the support of alumni and other potential benefactors of graduate education, and such personal qualities as integrity and vision.

Applicants should send a detailed curriculum vitae and bibliography to Wm. D. Willis, Jr., M.D., Ph.D., Chairman of the Search Committee for Graduate Dean, Department of Anatomy and Neurosciences and Marine Biomedical Institute, UTMB, Galveston, Texas 77555-1069. Fax (409) 772-4687; E Mail WDW@MBIAN.UTMB.EDU.

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UTMB hires only individuals authorized to work in the United States.*



DEAN

SCHOOL OF HEALTH SCIENCES AND HUMAN PERFORMANCE

East Stroudsburg University invites applications and nominations for the position of Dean of the School of Health Sciences and Human Performance.

The Dean reports directly to the Provost and Vice President for Academic Affairs and is the chief academic and administrative officer for the School of Health Sciences and Human Performance which includes the departments of Health, Movement Activities and Lifetime Fitness, Movement Studies and Exercise Science, Nursing, and Speech Pathology and Audiology. This is a senior management position. The School has approximately 1,000 undergraduate and graduate majors.

The Dean is responsible for the leadership in planning, organization, administration, and evaluation of the total educational program of the School. The successful candidate will possess:

- an earned doctorate in a discipline appropriate to the School and significant experience as a faculty member;
- a successful record of creative and dynamic administrative leadership such as department chair, assistant or associate dean;
- a commitment to the principles of social equity and an understanding of and appreciation for the shared governance process;
- extensive experience in curriculum development at the undergraduate and graduate level, budgeting, program review, strategic planning and facilities coordination management;
- a demonstrated commitment to quality education for a multicultural society and a vision for leading the School into the twenty-first century;
- experience in establishing relationships with internal and external constituencies including professional organizations, business, community and government agencies; and
- the ability to represent the School in private and public fund-raising activities.

Strongly Preferred:

- substantial experience working with collective bargaining agreements; and
- a demonstrated ability in grant writing and in developing the use of new technologies.

East Stroudsburg University is one of fourteen institutions in the Pennsylvania State System of Higher Education with an enrollment of 5,500 students. Approximately sixty undergraduate degree programs are available and graduate studies are offered in eighteen areas of specialization. The University is located in the Pocono Mountains in northeastern Pennsylvania, eighty miles west of New York City and eighty-five miles north of Philadelphia.

Application Deadline: Review of applications will begin immediately and continue until the position is filled. Projected starting date for the position is January 2, 1996. Qualified candidates must submit a letter of application, current vita, and the names, addresses and telephone numbers of three references to:

Dr. Frank M. Pullo, Co-Chair
Dean HSHP Search Committee
Kochler Fieldhouse
East Stroudsburg University
East Stroudsburg, PA 18301

ESU is an AA/EEO employer M/F/H/V
A Pennsylvania State System of Higher Education University.



Foothill-De Anza Community College Dist

Applications are now being accepted for the following management positions:

- **Dean, Multicultural-International Studies**
\$5989.68 per month, 11 months per year
- **Director, Admissions & Records**
\$5538.19 per month, 12 months per year
- **Director, Marketing/PR/Communications**
\$5085.30 per month, 12 months per year

A resume or vita may not be substituted for a completed application. AA/EOE.

For complete application materials, please contact:
Employment Services Office (415) 949-6217
Foothill-De Anza Community College District,
12345 El Monte Road,
Los Altos Hills, CA 94022.



DAKOTA STATE UNIVERSITY

Madison, South Dakota 57042-1799

DEAN

COLLEGE OF NATURAL SCIENCES

Dakota State University is dedicated to providing leadership in computer/information systems and the integration of this technology into all of its academic programs. The College of Natural Sciences is the smallest of the University's four colleges. It offers computer/information systems emphasis degrees in Biology, Chemistry, Mathematics, Physics and a composite physical science based Technology Management degree. The College also offers degrees in Respiratory Care.

Dakota State University is seeking a dynamic individual to provide involved leadership for this faculty and its programs. Qualifications for the position include: an earned doctorate or a recognized terminal degree—preferably in a physical science—compatible with the mission of the College; demonstrated record of excellence in academic leadership, teaching and scholarly achievement, along with a strong record or interest in computer applications in science. Prior administrative experience at the university level is desired, as is experience in business and/or involvement with K-12 education.

As a recognized leader in the use of computer technology, the University supports an excellent computer environment for teaching, research and service. In this setting, the new dean will have unparalleled opportunities to advance innovative and undergraduate natural science education at the local, state and national level.

Dakota State University is located in Madison, South Dakota, approximately 50 miles northwest of Sioux Falls in the southern lakes region of the state, affording excellent access to transportation facilities and outdoor recreation.

The desired starting date is on or before the beginning of the 1995 fall semester. Expressions of interest or applications (including a letter of application, resume, names, addresses and telephone numbers of at least three references) should be directed to Dr. David Cook, Academic Vice President & Provost, Dakota State University, Madison, SD 57042; (605) 256-5112; Fax (605) 256-5316; TDD #1-800-877-1113; COOKD@COLUMBIA.DSU.EDU.

Applications will be reviewed until the position is filled.

Disabled applicants are invited to identify any necessary accommodations required in the application process. DSU is an Equal Opportunity Employer.



DEAN OF PHYSICAL EDUCATION

The University of Saskatchewan has a student population of approximately 19,100 in 13 colleges. The College of Physical Education is one of seven health science college on the campus. The college has 20 full-time faculty with responsibility for 380 undergraduate and 25 graduate students studying for the B.S.P.E., M.Sc., and Ph.D. degrees. There is also a combined B.S.P.E./B.Ed. program. There are 3 undergraduate program areas: Exercise and Sport Studies, Physical Education Studies, and Leisure and Sport Management Studies. The graduate areas of specialization are Behavioral and Functional. The College is also responsible for University Athletics (11 teams with 300+ athletes), Campus Recreation (6000+ participants), and Ancillary Physical Activity Programs.

The successful candidate will be an established scholar with proven administrative ability. The Dean will have demonstrated a dedication to excellence in research and teaching and will possess the necessary administrative and management skills to provide dynamic leadership within the College. He or she will also be involved in the University's general academic leadership. The Dean will hold an academic appointment a professor. Salary will be commensurate with qualifications and experience.

The appointment, effective July 1, 1996, will be for a term of five years in the first instance. Nominations and applications with complete resumes will be accepted until **October 15, 1995** and should be submitted to:

Dr. Patrick J. Browne, Vice-President (Academic)
University of Saskatchewan
216 Administration Building, 105 Administration
Place
SASKATOON, SK. CANADA S7N 5A2

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

The University of Saskatchewan is committed to the principles of Employment Equity and welcomes applications from all qualified candidates. Women, people of Aboriginal descent, members of visible minorities, and people with disabilities are invited to identify themselves as members of these designated groups on their application.

NCTE

NCTE EXECUTIVE DIRECTOR

The National Council of Teachers of English (NCTE) seeks applications for the position of Executive Director.

Responsibilities include: Enacting policies of a 17-member Executive Committee; general administration of a 100-member headquarters staff in Urbana, Illinois; internal liaisons with officers, editors, governing bodies, and 125,000 members and subscribers; and external liaisons with related organizations, governmental units, funding agencies, and the media.

Applicants must have: Graduate degree(s) in English, English Education, or a closely related field; successful experience as a teacher of English language arts; demonstrated competence in administration and management; recognized commitment to cultural diversity and a record of working well with diverse populations; commitment to the work of voluntary organizations to strengthen teaching, learning, and research; superior skills in speaking, writing, and listening.

Additional preferred qualifications include: Knowledge of NCTE's history and mission; exceptional abilities in interpersonal relationships, a philosophy and vision that will prepare NCTE for leadership in the 21st century; skill in working with organizations other than NCTE (e.g., government, business, and professional organizations and funding agencies); abilities in creative problem solving, delegating authority (including putting teachers in leadership roles), fund-raising, grant writing, and publishing.

A three-year renewable contract is offered, effective July 1, 1997 to June 30, 2000. Salary is open, fully competitive.

Qualified individuals should submit a letter of application expressing interest and qualifications, a list of five references, a resume, and a one-page statement of the applicant's vision for NCTE as it enters the 21st century to:

Charlotte K. Brooks, Chair
NCTE Search Committee
472 M Street, S.W.
Washington, DC 20024

Applications should be postmarked no later than January 5, 1996.
The National Council of Teachers of English is an equal opportunity/affirmative action employer.

DIRECTOR OF DISTANCE EDUCATION UNIVERSITY OF MINNESOTA

The University of Minnesota seeks a system-wide Director of Distance Education. The Director will lead in the development and acceptance of the university-wide vision for distance education; lead in the development of all-university distance education initiatives including policy statements, grant applications, funding requests, opportunities for faculty development, and staffing; lead in the development, coordination, and implementation of distance education planning and programming; advance a research agenda for distance education; coordinate technical services for distance education production, instructional assistance, and scheduling infrastructures; chair the Distance Education Council; and represent the university at state, regional, and national governing bodies, conferences, and meetings dealing with distance education. The Director will report to the Dean of Continuing Education and Extension/University College.

Essential qualifications include an earned doctorate; at least three years experience in distance education administration and programming in a higher education setting; and knowledge of instructional and distance education technology. Desired experience includes demonstrated leadership and experience in advancing a distance education agenda within a complex organizational environment. The position is a 100%, 12 month academic staff appointment. Depending on credentials, an adjunct faculty appointment is also possible. Salary is commensurate with the qualifications and experience to provide leadership in a major university.

Applicants should submit a letter, detailing interest, experience, and qualifications relevant to this position, along with a curriculum vitae, and the names, addresses, and telephone numbers of three professional references to: Dr. David Grossman, Chair, Distance Education Director Search Committee, Continuing Education and Extension/University College, University of Minnesota, 150 Westbrook Hall, 77 Pleasant Street S.E., Minneapolis, MN 55455. Application deadline is August 4, 1995 (postmark).

The University of Minnesota is an equal opportunity educator and employer.

**INTERNATIONAL BUSINESS
PROGRAM ADMINISTRATOR**
College of Business Administration
UNIVERSITY OF SOUTH CAROLINA

MANAGING DIRECTOR, MASTER OF INTERNATIONAL BUSINESS STUDIES (MIBS) program. Primary responsibilities encompass program promotion, inquiries, admissions, advisement, and daily administrative operations. Position also has coordinating responsibilities with individuals having primary responsibility for other aspects of the program, including international internships, cultural training, alumni relations, and career counseling/placement. Position requires a MIBS/MBA degree or equivalent; international work experience, demonstrated administrative abilities, cross-cultural skills, and proficiency in English and one other major language. Salary range: \$50,000-\$60,000, commensurate with credentials and experience.

For the past 6 years, the international business program at the University of South Carolina has been ranked number one in the nation by *U.S. News & World Report*. The MIBS program in the College of Business Administration is one of the most prestigious and largest graduate international business programs in the world. Over 20 years old, the program has 360 students enrolled annually from more than 15 countries and has operations on 5 continents.

Qualified applicants are encouraged to submit a resume and a cover letter highlighting their relevant experience and accomplishments to the Dean, College of Business Administration, University of South Carolina, Columbia, SC 29208. This position is currently available.

The University of South Carolina is an Equal Opportunity,
Affirmative Action Employer.

Tulane

DIRECTOR, CENTER FOR EDUCATION

Tulane University is accepting nominations and applications for the position of Director of a new Center for Education which replaces the former Department of Education. The position reports directly to the Provost and requires an individual with a demonstrated record of educational and administrative leadership, as well as national visibility in education. The Center for Education will operate current early childhood, elementary and secondary teacher certification programs and will provide a structure for interdisciplinary collaboration among faculty in the Liberal Arts and Sciences, the School of Public Health & Tropical Medicine, the School of Social Work, and others whose research and teaching relate to school-aged children and youth.

Primary responsibilities will include oversight of academic programs, promotion of the Center within and outside the university, coordination of the various activities of departments, schools and colleges on educational research and outreach, and extension of outreach activities into the local community, state and region.

Candidates will hold a doctorate from an accredited institution and will have a record of excellence in teaching, scholarship and research sufficient to be tenurable in one of the colleges of Tulane University. Candidates must have national visibility in education, they must be able to demonstrate success in dealing with issues of diversity, and they must have the ability to work with a range of people to achieve collective goals.

Professional and research interests in urban education are desirable, as is experience in working with urban schools, children and families and K-12 classroom teaching experience.

The position is available July 1, 1995. Salary and benefits are competitive. Review of nominations and applications will begin immediately and will continue until the position is filled. Applicants should submit a letter of interest, curriculum vitae, the names, addresses, and telephone numbers of five references, and official transcripts to:

Chair, Search Committee
c/o The Provost
200 Gibson Hall
Tulane University
New Orleans, LA 70118

Tulane University is an Affirmative Action, Equal Opportunity Employer, and qualified minorities and women are encouraged to apply.

DIRECTOR OF ADMISSIONS AND FINANCIAL PLANNING

Loras College invites applications and nominations for the position of Director of Admissions and Financial Planning. Loras is a Catholic, four-year, coeducational, liberal arts institution with nearly 1,900 students.

Under the general direction of the President, the successful applicant will plan, direct and coordinate admissions and financial planning activities in support of the mission and goals of Loras College. This person will be responsible for annual and strategic planning for enrollment development, including the creation of marketing, recruitment and financial assistance strategies for traditional, transfer, adult and international populations.

Requires a bachelor's degree and four years of progressively responsible experience in college/university admissions and/or financial planning. Master's degree preferred.

Review of applications begins immediately and continues until the position is filled. Send letter of application, curriculum vitae and five references to: Gerald J. Koppes, Director of Human Resources, Loras College, 1450 Alta Vista, Dubuque, Iowa 52004-0178.

*An Affirmative Action, Equal Opportunity Employer.
Women and Minorities Encouraged to Apply.*



ASSOCIATE DIRECTOR

Partnership for Excellence in Teaching Science & Mathematics

UTEP is seeking an Associate Director to manage the day-to-day activities of the Partnership. The Partnership, supported by the National Science Foundation, is a long-term collaboration between the University's College of Education, the College of Science, & El Paso Community College to improve the preparation of science & math teachers for public schools. Will work closely with both college faculty & public schools in the revision & improvement of science, mathematics & education curricula & teaching. Duties include recruitment of faculty, faculty development, recruitment of outstanding math & science students to become public school teachers, & overall responsibility for monitoring the Partnership's outcomes assessment & evaluation activities. Also supervises the work of a recruitment coordinator, an evaluation/assessment coordinator, & an administrative assistant. **QUALIFICATIONS:** Ph.D. in one of the science or mathematics disciplines or in mathematics or science education req. Significant experience & specialization in math/science pedagogy & demonstrated commitment to excellence in teaching & math/science education research req. Will be expected to play a leadership role in enhancing teacher preparation & in improving teaching. An individual who will be eligible for appointment to a tenure or tenure-track position in one of the departments of the Colleges of Science or Education is being sought. Reports directly to the co-principal investigators, Dr. Arturo Pacheco, Dean of the College of Education, & Dr. Jack Bristol, Dean of the College of Science. Send letter of application, resume, & names of four individuals who may be contacted as references to: Dr. Arturo Pacheco, Dean, UTEP College of Education, El Paso, Texas 79968. The University does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services.

FERRIS STATE UNIVERSITY

HEAD COACH WOMEN'S BASKETBALL

POSITION AVAILABLE (#008920).

12-month position; reporting to the Athletic Director. Responsibilities include: coaching, adherence with all NCAA Division II, and GLIAC rules and regulations; fund-raising; directing summer camps; recruiting; scheduling; and travel arrangements. Qualifications: Master's degree required. Four year's previous collegiate coaching/recruitment experience required. Salary commensurate with experience and abilities. Send letter, resume, and names of 5 current references to Larry Marfise, Director of Athletics, Ferris State University, 210 Sports Drive, Big Rapids, MI 49307-2741 by July 15, 1995.

FSU is an AA/EEO employer.



SAMUEL P. MASSEY CHAIR OF EXCELLENCE IN ENVIRONMENTAL DISCIPLINES MORGAN STATE UNIVERSITY

Morgan State University in Baltimore, Maryland, invites applications for its newly established Samuel P. Massey Chair of Excellence in Environmental Disciplines. The school seeks inquiries from senior professionals with exceptional research and records in areas such as site characterization and monitoring, bioremediation and hazardous waste management, and similar areas. The Chair of Excellence Professorship is an innovative initiative to bring short- and long-term direction and assistance to the Research and Study Program at Morgan State University as it seeks to enhance its offerings in the Environmental Engineering and Sciences areas. The person who assumes this position will be the catalyst for bringing together the faculty and students as a community of scholars seeking to expand the boundaries of science and technology relative to the environment.

It is desirable that the candidates for this position have intensive industry and/or laboratory experiences in the above areas as well as active status in professional associations.

The responsibilities of the person selected for this position will include:

- Creating or stimulating a model educational and research learning environment in environmental disciplines;
- Assisting in curriculum design for the development of environmental disciplines;
- Teaching at least one undergraduate class per year;
- Identifying and facilitating funding for sponsored research;
- Collaborating with faculty seeking to expand their research capabilities; and
- Serving as a key catalyst in the strengthening of the master's and doctoral program in engineering.

Strong interactions with students and existing faculty is required for the person who fills this position. This interaction should include collaborative research, team teaching, and the mentoring of both students and junior professors.

Nominations and applications for this position should be postmarked by July 31, 1995. Applications should be addressed to Dr. Eugene M. DeLoatch, Dean, Morgan State University, School of Engineering, 5200 Perring Parkway, Baltimore, MD 21239. Morgan State University is an equal opportunity employer.

Tarleton State University

Biology

Ph.D in biochemistry, biology, molecular biology, genetics or related area with background in molecular and cellular biology to teach undergraduate and graduate biology courses and direct M.S. thesis research projects. Full time, tenure track, position available 9/1/95, open until filled. Please send letter of application describing training, curriculum vitae and three letters of recommendation to John Calahan, Dept. of Biological Sciences, P.O. Box T-0100, Tarleton State University, Stephenville, TX 76402. Tarleton is committed to excellence through diversity.



COLLEGE OF TECHNOLOGY Department Head for Engineering Technology

Kansas State University-Salina, College of Technology, invites applications for the position of Department Head of Engineering Technology. We seek individuals with outstanding scholarly, professional, and industrial careers who have demonstrated potential for academic leadership, teaching, and administration.

The Department Head is responsible for planning and administration of the departmental academic programs and budget. The Department head also represents the department in major college decision-making processes and in community relations.

The College of Technology is a growing campus in Salina, Kansas, seventy miles west of the main campus in Manhattan.

The Department offers Associate of Technology degrees and Bachelor of Science degrees in Engineering Technology including programs in Electronic, Mechanical, Computer, Civil, and Environmental. Associate degrees having TAC-ABET accreditation are Electronic, Civil, Computer, and Mechanical Engineering Technologies.

Master's Degree required (Doctorate preferred) in Electrical, Mechanical, or related fields in Engineering or Engineering Technology with significant college level teaching and relevant, current industrial experience. Experience in higher education administration desirable. Excellent verbal, written, and interpersonal skills required. Appointment at the rank of associate professor or professor. Salary commensurate with experience and education.

A letter of application, resume, and the names of three references must be received by October 1, 1995.

Send to: Dr. Beverlee R. Kissick, Chairperson
KSU-Salina Library/Resource Center
2408 Scanlan Avenue
Salina, KS 67401

Position available on or before January 15, 1996.

Kansas State University-Salina is an equal opportunity employer. Women, minorities, disabled persons, Vietnam era and disabled veterans are encouraged to apply.

THE LAST LAUGH

The Two Real Bottom Lines

Both my bachelor's and master's degrees are in journalism. But a 10-week summer internship at *The Milwaukee Journal* taught me two lessons that the J-school faculty failed to provide in five years.

First, I learned that the advertising tail wags the dog. Preferring to be the wagger rather than the wagee, I flipped to the other side of the equation.

Second, I learned that there was no such thing as objectivity in the media, either mass or scholarly. Everything is really a judgment call, and everyone is a spin doctor, viewing the world from their own particular perspective.

Faculty know that their opinions dictate what they teach and test on. An administrator's real job is to choose priorities, programs and people.

At *WIHE*, both lessons coincide.

Without marketing to reach new subscribers and advertisers, there would be no product. And we don't even try to appear objective. We support women in higher education, period.

For the last 42 monthly issues, both lessons and sets of skills have come in handy.

Marketing 101 (Revised)

As with most newsletters, *WIHE* has relied on direct mail to reach potential new subscribers.

Here's the equation: With 1,800 subscribers and despite a renewal rate of 75%, we lose 450 subscribers each year. If our response rate is 1%, we must send 45,000 pieces of mail just to keep the current level.

But since January, postage has gone up 14% and printing 21%, while our average direct mail response rate has gone down 11%. So it's time to apply chaos theory to marketing, with your help.

1. "Each One Reach One"

The alumni department at Thomas Edison State College NJ started a campaign to get alums to advise their colleagues to complete their degrees there, called "Each One Reach One."

If each of our 1,800 subscribers vowed to make the benefits of *WIHE* known to just one new subscriber, and send/fax/call us with their name and address, we could send them a free sample.

A classic win-win situation, it would allow subscribers to share the benefits of *WIHE* with their like-minded colleagues, and help to maintain the number of subscribers in the network, helping to keep *WIHE* afloat.

So if you like what you read, help us find others like you. Use the coupon below to send a free issue to a colleague.

2. *WIHE* to Join the Internet

Beginning in late summer, look for *WIHE*'s home page on the Internet's world wide web.

There will be a Question of the Month asking your opinion on a current news topic, info on how to get your school's job listings posted on the Internet and printed in the newsletter, subscription information, a chance to be a resource for articles-in-progress, and other goodies. You'll find our new e-mail address in the September issue.

3. Free Samples at Conferences

Review copies of the current and back issues are still available FREE for your relevant academic conferences. Last year we sent about 18,000 copies to 200 conferences. Just tell us how many copies you need, by when, and where to send them.

4. "Congratulations..."

And last, we'll send review issues to all non-subscribing women whose promotions are listed in the *Community College Times* and *The Chronicle of Higher Education*. They'll be invited to share their secrets of success with our network, and to join us.

With these new techniques, we hope to reach out to new women and continue your connection to information, inspiration, power and enrichment.

The Editor's Sabbatical

We are combining the July and August issues to prevent terminal burnout, recharge batteries, and get new ideas to serve you better.

Site of the August seminar is the Vermilion River, near Canada's Boundary Waters, where a group from Women in the Wilderness will learn to paddle, portage and prepare good food for a week. Call (612) 227-2284 to join this or other trips.

Have a great summer. See you in September. 🍷

Mary Dee

❖ JOIN THE NETWORK, IMPROVE THE WORLD OF

- ☐ YES, I want a stronger voice on campus. Start my one-year subscription.
- ☐ I've enclosed \$66, saving \$7 from the \$73 introductory price. (Canada \$76 U.S. \$)
- ☐ Bill me \$73. (Canada \$83 U.S. \$) Signature _____
- ☐ Credit Card Visa MC

Number _____

Expires _____ Signature _____

- ☐ OK, Mary Dee, send a free sample to:

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July-August 1995

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WOMEN

IN HIGHER

EDUCATION

SEPTEMBER 1995

Volume 4, No. 9

'Good Old Boys' Drive Faulkner From The Citadel, But ...

After winning the 2 1/2 year battle to be the first female cadet at The Citadel in 152 years, Shannon Faulkner quit the war by dropping out of the military college after her first week, most of it spent in the infirmary.

She said the stress of the fight and the isolation imposed by hostile male cadets had worn her down. Drills in 100-degree August weather that caused heat exhaustion, dehydration and an upset stomach didn't help.

"I don't think there's any dishonor in leaving," she told reporters. "I think there's injustice in my staying and killing myself just for the political point. Maybe it would have been different if there had been other women with me."

But another woman is ready to take up her fight, according to Faulkner's attorney Suzanne Coe. She refused to name the woman, but said she is a South Carolina college student in ROTC.

Since Faulkner's fight began, The Citadel has received more than 200 inquiries from women who are interested in attending the school.

Faulkner's lawyer will ask U.S. District Judge C. Weston Houck to make the case a class action suit, which would keep open the chance for other women to become cadets next fall.

Faulkner said she hopes that "next year, a group of women will be going in," and will be able to continue breaking down barriers for women.

Utter Isolation

At age 20, Faulkner felt an isolation not unlike what many women face on campuses. But hers was total, with no roommate to commiserate with, no friends down the hall, nobody to offer support or laugh at adversity with.

Her TV-monitored dorm room was a part of the hostile environment, just as were the rude boys to whom she was the enemy personified.

Detractors, including some women in academe, say Faulkner might have been more successful had she spent more time with a trainer to get in better physical condition, and less time with her lawyers.

The Yahoos Celebrated

Faulkner's decision to quit was met with cheers

and celebration by cadets and alumni who rallied at the campus. "You'd think they had just defeated the enemy in a military siege," one observer said.

TV news reports showed the males' jubilation. The *New York Times* reported that Faulkner's fellow cadets showed their maturity by ripping off shirts, chanting C-I-T-A-D-E-L, banging pipes on the windowsills and shouting their joy at keeping it an all-male preserve.

"It is those Yahoos, those future first citizens of South Carolina and its neighbors, who shook their fists and yelled their catcalls who should feel shame. So should their commanding officers who did little to dilute their pleasure in driving a lone intruder from their turf," the *Times* said.

Just one week earlier the U.S. Supreme Court had cleared the way for Faulkner to join the corps at the public military school by rejecting a last ditch plea from the school to stay all-male.

Long, Winding Road

Faulkner's ordeal began in 1993, when her gender-neutralized application for admission to The Citadel was accepted, only to be rejected soon after when the boys discovered she wasn't one of them.

In and out of court since then, she has been attending classes there under court order since January 1994 without having been formally admitted to the corps.

This summer, the 4th U.S. Circuit Court of

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Appeals had ordered The Citadel to admit her as a cadet in August, unless the state established a separate leadership program for women. Despite a scramble to establish such a program at Converse College, a neighboring women's college, time ran out on The Citadel.

The Converse College Program

The courts have not approved an alternative plan for nearby Converse College to set up a leadership training program for women, to be funded by a \$10 million endowment from the state.

The program would include ROTC, leadership training, fitness, science, calculus and outdoor skills.

Converse Provost Thomas McDaniel said they are going ahead with plans to recruit a director and start the program in September, having had more than 100 inquiries about it.

But they are also watching to see whether the court approves their alternative program. He said they were leaning toward hiring a director from inside to keep their options open for reassignment should it fail to win court approval.

"We feel very strongly both ways about the situation," he said. On the one hand, Faulkner's actions to break down barriers for women are a positive step to support women.

But on the other hand, "When the state comes to us with resources to attract and serve a much larger number of South Carolina women than The Citadel ever could, we decided to go that way."

He said the campus had a "fascinating internal debate," and decided to create a separate program "not without a lot of soul-searching."

Single-sex Education at Risk?

Some proponents of single-sex education see the issue as test of the legality of all-male and all-female schools under Title IX. They say that failures by VMI and The Citadel to stay all-male would endanger all women's colleges as well.

Meanwhile, the Mary Baldwin College Virginia Women's Institute for Leadership opened last month as an alternative for women to keep the Virginia Military Institute (VMI) all-male. The VMI foundation put up more than \$5 million to support the women's institute. A federal court approved the plan.

The Justice Department is still fighting to open VMI to women, despite the court ruling.

In the Mary Baldwin program are 42 eager young women, who received fatigues and combat boots, along with shiny pumps and white skirts and blazers for their dress uniforms.

Stay tuned for the next round, as The Citadel vs Faulkner et al. continues. ♡

Information for this article came from the Associated Press, the *New York Times*, the *Wisconsin State Journal*, the *Chicago Tribune* and the *Akron OH Beacon Journal*, along with WIHE interviews.

WHAT SHOULD SHE DO?

Ed. note: A potential subscriber described the scenario below, and seeks your advice.

As a 20 year veteran of the student services unit at State Tech, Brandy Bricknell is the only female member of the unit's management staff.

But reorganization dealt her a new boss who challenges her performance, and requires extra work-related tasks (not favors) that are not required of the three male managers. Investigation shows that the male managers earn from \$10,000 to \$15,000 more than her, for comparable work.

When Brandy points out the discrepancy, the HR manager says she's getting an adequate salary for her duties.

She then contacts the Department of Industry, Labor and Human Relations, which advises her to file a sex bias case or get a lawyer from out of the area. The lawyer seconds the idea of suing, as does an affirmative action officer from another school.

But she hates to jeopardize her job at the school. It's interesting, challenging and better paying than some. But managerial positions are not unionized, and others who challenged the institution have been transferred to other departments with their salaries frozen, demoted, or forced to leave the school.

Her last hope is the president, who supposedly encourages an open door policy. She arranges to see him, and shares her findings. He says, "We have nothing to talk about," since he believes she is the victim of neither gender harassment or salary bias.

With only eight years left until she's eligible for full retirement benefits, she's tempted to keep her head down and not rock the boat. But it's so unfair.

What should she do? ♡

Readers are invited to send in their suggestions by September 15, 1995, for the October issue. Fax to (608) 284-0601. Call (608) 251-3232. E-mail wih@itit.com

WOMEN IN HIGHER EDUCATION

Editor and Publisher: Mary Dee Wenniger

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Contributors: Melanie Conklin, Dianne Jenkins, Nina Sossen

Technical Editor: J. A. Vosen

Career Connections: Mary Zenke

Mission: To enlighten, encourage, empower and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.

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Creative Financing Saves Women's College

With red ink up to the elbows and leaders about ready to toss in the towel, the situation seemed hopeless for Mount Vernon College, with only 450 students in the heart of Washington DC.

But new president LucyAnn Geiselman came up with a win-win situation and a new financial partner. After 23 banks and two neighboring universities had rejected her request for \$1.5 million to keep the doors open, in 1993 she struck a bargain with nearby Georgetown University.

In an unprecedented deal, Georgetown loaned the college \$6.5 million at 6% for 10 years. Collateral is Mount Vernon's 26 acre campus, prime real estate for Georgetown to expand its 12,000 student main campus, should they default on the loan.

Out of the woods but not home free, Geiselman set about getting the college's financial house in order. A new business plan, fund raiser, fiscal attitude and group of administrators has brought a 54% increase in alumnae donations, a 19% increase in trustee donations and a \$1.5 million endowment.

The deal was not Geiselman's first choice, but she was willing to take the risk and sold the idea to the board of trustees. Referring to the college's ability to meet its new financial obligations, she told a trustee, "I'm willing to bet my career on that."

Geiselman came from the California Institute for the Arts in 1991, where she led a \$50 million campaign as VP for planning and advancement.

Said Nina Mikhalevsky, associate professor of philosophy and presiding faculty officer, "This was a terrible challenge for an experienced college president, and she had not yet been a college president. She had to save the college at the same time that she was learning to be a college president."

Details are in *The Chronicle of Higher Education* of August 18, 1995.

MacArthur Foundation Backs Women

The prestigious MacArthur Foundation has announced the winners of its 1995 no-strings-attached awards, which average about \$150,000 over five years. Of the 24 winners, 15 are women, including six university professors.

An eclectic group, they include scientists, dancers, artists and teachers.

The recent recognition of the importance of women's contributions is no coincidence. Director of the fellows program is Catharine Stimson, feminist and former vice provost at Rutgers, The State University of New Jersey.

Tough Times for Presidents, Panel Says

Noting that "institutional incoherence has been raised to a dangerous level," the Association of

Governing Boards has created a blue-ribbon National Commission on the Academic Presidency to help presidents through challenging times.

Five women are on the 22-member panel.

"Declining dollars, multiplying demands, a skeptical public, technical obsolescence, divisive debates about affirmative action and a rigid culture reluctant to change have combined to make the president's job more challenging than ever," was the panel's grim consensus after its first day of testimony.

Not to mention other problems. See below.

Hint of Lesbianism Spooks Trustees

When trustees hired Susanne Woods in April to be the new president of the College of Wooster OH, they believed she was the best person for the job. But the day before she was to take office, June 30, she withdrew, citing "significant disagreements with the board over the role of the president."

Others say anonymous letters to Wooster's trustees questioned her private life, especially her long-term relationship with a woman.

While many members of the Wooster faculty were impressed with her qualifications, some wondered about her private life and whether it would cause problems. Others say it's none of their business, and trustees should have dealt with their reactions to the possibility earlier.

Rhonda R. Rivera, emeritus professor of law at Ohio State University and expert on legal issues involving gays, said that higher education "gives up such wonderful people because of bigotry." She guessed that the college wanted to avoid negative publicity over the incident, but now is certain to get it, according to *The Chronicle of Higher Education* of August 4, 1995.

Criticism Ends Recruiting of Assaulter

To get out of a negative spotlight, George Washington University DC has quit recruiting star high school basketball player Richard Parker, who had pleaded guilty to sexual assault.

Not only had the school courted Parker, but it had offered his 16 year-old victim a scholarship, opening itself to charges of trying to save face.

Both Seton Hall University and the University of Utah previously recruited Parker but backed off after campus criticism.

Feet of Clay for U of Kentucky Coach

In 1990 University of Kentucky basketball coach Rick Pitino was a groundbreaker in hiring a woman as an assistant coach.

But now he doesn't want any more women involved in the men's basketball program, says former trainer Jo Ann Hauser, who filed a sex bias suit against him, the athletic director and the university in July.

After last season, she was reassigned to the

women's team, reportedly so that Pitino could hire a trainer who had worked for him in the 1980s, at a substantially higher salary than Hauser received.

STAYING TUNED...

Brown U Files 'Deficient' Title IX Plan

Having lost both a lawsuit and an appeal, Brown University RI filed a plan to increase its support for women's athletics by capping the number of players on men's teams and creating four new junior varsity teams for women.

Trial Lawyers for Public Justice, the public interest law firm that won the earlier decision for Brown's women athletes, immediately filed a brief urging the court to reject Brown's plan as deficient.

Brown had planned to reduce the size of men's teams by 44 players, and increase opportunities for women by adding junior varsity programs in basketball, lacrosse, soccer and tennis.

The trial lawyers claim that Brown's plan ignores the men and women participating in the school's donor-funded sports programs, which is strongly tilted toward men's programs.

It also equates men's varsity programs with women's junior varsity programs. "Separate junior varsity squads, by definition, do not regularly participate in varsity competition," they note.

At the earlier trial, Brown women students proved they had strong interest and ability to compete in gymnastics, skiing, fencing and water polo, but the university's plan ignores those sports.

Albino to Leave U of Colorado in August

Four stormy years at the helm of the University of Colorado is enough for Judith Albino, who last month decided to resign as president when her current contract expires next August.

She said her tenure as president has been "a difficult situation," and the board of trustees has been split on supporting her, including a 5-4 vote last year.

Anita Hill Returns to U of Oklahoma

California is a nice place to write two books on sexual harassment, but the fall semester brought Anita Hill back to teaching at the University of Oklahoma law school. Earlier this year, school officials had said she resigned.

Hill's testimony against the confirmation of Clarence Thomas as Supreme Court justice in 1991 brought sexual harassment to the forefront of the public's attention and has helped many campuses support women in dealing with the issue.

Schools Responsible for Profs Who Harass

Attempts by Virginia Commonwealth University and the College of William and Mary to escape blame for sexual harassment by their professors failed as a

federal judge ruled the Virginia school is responsible for the conduct of its professors.

The ruling clears the way for student Amna Kadiki to sue for damages after a professor spanked her for doing poorly on an exam. Virginia Commonwealth claimed that academic freedom prevented it from policing a professor's behavior, and the professor alone is responsible.

U of Bridgeport Settles Title IX Suit

Last year the University of Bridgeport CT quickly reversed its decision to cut its women's gymnastic team after nine members filed suit under Title IX of the Education Amendments of 1972. Fearing dwindling support, the athletes pursued their case.

In July, attorneys for the gymnasts announced a settlement whereby the university agreed to continue funding the gymnastics team through 1997-1998. Support includes full athletic scholarships for eligible participants, intercollegiate events, an experienced coach, and expenses for travel, lodging, fees and tournaments.

"This settlement marks another victory for women who traditionally have been denied equal access to participate in college sports," said lead counsel Michael Stratton, a Bridgeport attorney associated with Trial Lawyers for Public Justice.

"We hope it sends a strong signal to schools across the nation that they have to start complying with Title IX."

Syracuse Harasser Gets 'Paid Vacation'

Well-known novelist Stephen Dobyns, a professor in the school's creative writing program, got a two-year suspension for throwing a drink in a grad student's face at a party; three semesters are paid.

A faculty panel set the penalty after hearing testimony from the student and others who spoke of his behavior, concluding that it was harassment.

The student, Jennifer Cotter, said Dobyns' penalty is really a "three-semester paid vacation for sexually harassing students." She said the school's punishment is light because Dobyns, author of 18 novels, is a star professor the school wants to retain, according to *The Chronicle of Higher Education* on July 21, 1995.

'Member of the Club' Joins Admins

Remember Claudia Limbert, the Penn State professor who questioned what were her dues at the elite "club" of tenured faculty? Her article, "A Member of the Club," appeared in the February 1995 issue.

Each year Penn State selects three women and minorities to work with top administrators as administrative fellows for a year at its main campus. "It's an arduous process of essay writing and interviews, but I got one," she wrote.

And just what might be the dues to this club?

"You can't be one of the boys, but you can't be so distinct that you would lose your position."

On a day in April, I met Georgia Lesh-Laurie in a Denver hotel lobby. I was dressed for success New York style: the perfect Jackie Kennedy shoes, the perfect suit. Denver was dressed in a late spring snowstorm, unusual but not unknown for April.

She hustled in for our 7:30 breakfast wearing hiking boots and a warm ski jacket. Noting my attire, she offered to call a car to take us all of three blocks to the university. I declined, but tightly gripped her arm for those three treacherous blocks.

My first impression of her - direct, decisive, prepared - was to be reinforced many times during our discussion.

A Forceful Woman

Among the few vibrant, dynamic and straightforward people I've met in higher education administration, Lesh-Laurie came via the straight-lined academic route.

After receiving a BS degree from Marietta College OH in 1960 and MS from the University of Wisconsin in 1961, she got a PhD from Case Western Reserve University OH in 1966. She was an assistant professor of biology there in 1973 when she was invited to join administration by adding assistant dean for academic affairs to her faculty job.

In 1977, she moved to Cleveland State University as professor and chair of the biology department. In 1980, she filled in as interim director of the nursing baccalaureate program, and the next year became dean of the college of graduate studies. In 1986, she became dean of the college of arts and sciences, then in 1989 interim provost and VP for academic and student affairs there.

In 1991, she moved to another "C" place, the University of Colorado, where she is now.

Administrator Who Teaches, Researches

A nationally recognized developmental biologist who in 1992 was chosen as a "fellow" in the American Association for the Advancement of Science, she feels strongly that administrators should teach. As one who teaches at least one course each semester, she says, "The administrator should always remember that the pulse of the institutional mission is to serve the student clientele."

In fact, her agreement to come to Colorado specified her bringing her research laboratory there. Each week she spends some time doing research in the university's bioengineering lab.

Training as a biologist helps her analyze situations

and recognize their divergences, such as "yes, but..." or "no, but..." Administratively, this analytical ability helps her see decisions as grey areas, not just black or white, while increasing her flexibility and understanding. But as a scientist, she has learned to isolate the salient issues: no waffling, just cut-to-the-chase.

It Pays to Be a Woman

What key skills does she believe women need?

"The best skill is that we are women," she says. She believes women are more likely to view things multi-dimensionally. "And women are quick to recognize the emotions involved," so they handle situations more directly and easily, without getting entangled in the underbrush of hidden agendas.

In addition, she learned a key skill for all key administrators: not only to see "what shoe was on the other foot, but who was wearing it."

Because most of her colleagues are men, she realizes that, "I need to perform at 105%. Then no one can object. You can't be one of the boys," she advises, "but you can't be so distinct that you would lose your job. You have to put yourself in a position that you're the top leader in your field."

Don't Ask, Just Do It

Her administrative style reflects her personality. "I have long ago given up asking for permission to do things. By asking for permission, I could be told 'It can't be done' or 'It won't fly.' The decisionmaker has to move ahead. You have to be decisive. Women might be a little shy at that," she notes. "True, I might later have to beg forgiveness, but I have no problem with that. And yes, the gutsy woman can still be nice."

And, "Be sure not to let anyone see you cry."

Affirms Action

In her current role as vice-chancellor of academic and student affairs, she says, "I know that gender played a role in my appointment. The candidates included two minorities and two women." But instead of apologizing for getting into administration through the side door, she affirms that her "goal is to be the best academic vice chancellor," period.

Lesh-Laurie feels that affirmative action has helped universities, but its success depends on who is in charge, and how they implement it on their campus.

Mission: Serve the Students

Early in her administrative career, Lesh-Laurie felt the politics of grassroots lobbying muscle, which she compared to the National Rifle Association in zeal and passion.

You can't push on the envelope until you know how the post office works.

- Sen. Barbara Mikulski

"We had a degree program with no tenured faculty and weak student enrollment," she recalls. "For budget reasons, I had identified this program to be cut. The community, involving the political and academic interests, were so vociferous, keeping the heat on not to cut the program. As a result, we developed a multi-faceted dialog that created a new program that was strong, much more viable and highly successful."

What bothers her most as an administrator is having to pick and choose her battles, and sometimes say "no" to good ideas, most of which come from interaction with faculty. "I don't enjoy budget hassles; saying 'no' is very painful to me," she admits.

As chief academic officer, Lesh-Laurie strongly supports interdisciplinary programs. With help from the faculty and committees, she helped create a master's degree in geographical information systems. "We felt it crucial that with the huge data bases in the library, planning and engineering departments, we could better serve the community and students with this master's degree."

Faculty Input

She views the administrator as "the facilitator for what faculty want, with the administrator providing leadership, embracing what the faculty want as their own." She prefers working in a flat organization instead of one that relies on hierarchy, but says, "I do recognize that without some sense of balance involving hierarchical structure, individuals lose control."

Being a practicing teacher and researcher helps. "Through faculty input, I try to have decisions emanate from the faculty," she says. "Our goals are mutual; and when we reach the same conclusions together, we have the ingredients for a highly successful administration."

Frankly, it's a matter of patience, she says. "My style is to wait until the faculty come to the decision I wanted them to make six months ago. I tend to give them enough rope..."

She is an example of U.S. Senator Barbara Mikulski's belief that, "You can't push on the envelope until you know how the post office works."

According to Lesh-Laurie's boss, CU-Denver Chancellor John C. Buechner, she's one of the rising stars at the school.

In announcing her appointment, he said, "Lesh-Laurie was selected after a thorough nationwide search. Our university is continuing to expand and mature because of Georgia's leadership. Her background as a continuing, working faculty member, coupled with her academic and scientific knowledge, enhances CU-Denver. Her leadership skills and abilities bring CU-Denver to the table as a major player and power among our state universities."

With that kind of testimonial in her file, she could be pushing on another type of envelope. ▀

Writer Caroline S. Westerhof, PhD, is an organization and public policy specialist and research professor at the University of South Florida.

Cultural Stereotypes Lower Scores For Women, Researcher Finds

Citing research data that indicate that "stereotype vulnerability" is responsible for lowered performance, Stanford University psychology professor Claude Steele says well designed affirmative action programs can cut much of the gap in performance between genders and races.

Steele addressed the annual American Psychological Association meeting in New York City in August.

What he called "stereotype vulnerability," the expectation that one's membership in a stigmatized group will limit individual ability, may explain why highly skilled women drop out of university programs in math, engineering and the physical sciences.

It may also be at the root of lower grades and SAT scores for African Americans.

Steele said that in experiments at Stanford, they were able to depress the scores of high-achieving women and African American students by subtly implying that demeaning stereotypes about their intellectual abilities might apply in the tests they were about to take.

They were even able to depress the scores of white males, who rarely are stigmatized, by implying that in the past Asians have tended to do better than Americans on the difficult math test.

In control groups with no such statements, the women and African Americans and males performed as well as others.

"These findings demonstrate another process that may be contributing to racial and gender differences in standardized test performances, a process that is an alternative to the genetic interpretation suggested in *The Bell Curve*," Steele said.

"And they show that group differences in school achievement can be reduced substantially by programs that emphasize challenge instead of 'dumbing down' remediation."

While at the University of Michigan in the 1980s, Steele found that black students with the best academic preparation, not the worst, were most likely to drop out before graduation.

He also found that 80% of Michigan's entering black freshmen, some having outstanding SAT scores, were enrolled in a large program for minorities that implies skill remediation. Many faulty affirmative action programs send a similar double message about minority students' abilities, he says.

Steele helped design a Michigan program that has eliminated the racial gap in grades earned by freshmen. Racially integrated, it includes challenging workshops and a seminar on adjustment to college life. Another part helps involve minority students as research assistants in labs, interacting with faculty and grad assistants. ▀

Opportunistic Sexism on Campus

When Men Administer Traditionally Women's Units...

Stephen Paul Holzemer, PhD, RN
Dean, School of Nursing
The Long Island College Hospital, Brooklyn NY

Joanne K. Singleton, PhD, RN, FNP-C
Director, Family Nurse Practitioner Program
SUNY Health Science Center, Brooklyn College of Nursing

Can men in traditionally female disciplines — such as education, social work, library science, and nursing — lead women without denying them representation or perpetuating sexism?

Yes, as long as they carefully mind their moral responsibility to confront sexism when it appears.

In many academic settings, the dean or chair of nursing is the sole female presence at the highest level of administration. While men make up just 2.3% of full time and 3.1% of part-time faculty in schools of nursing, statistically they appear much more likely to be in top nursing administration.

To avoid opportunistic sexism, men in any traditionally female discipline who seek a move into administration should make the following reality checks. (Answers to all the questions may be unavailable, but it doesn't hurt to seek them.)

1. Perform a self-assessment to assure that you're truly prepared for the position.

The culture shock of entering and surviving the real world of administration is overwhelming. No one is ever really ready for their first deanship.

Here are some preparations and questions to ease the shock, beginning at the interview stage:

- Review the credentials of former and current leaders to assess their strengths and potentials.

Ask: What is the best academic and experiential preparation for the job? Alternatives? Are there differences within and between units in expected credentials?

- Review documents such as the annual report, accreditation documents and the long range plan of the school for goal congruence.

Ask: What outcomes does the unit emphasize in the annual report? Do they reflect a concern to decrease sexism? Are my goals congruent with the unit's long range plan?

- Plan for your own continuing education program for the next two or three years.

Ask: What continuing education options are available for personal and professional development? How would the opportunities of the institution enrich my skills and abilities? Is the institution committed to faculty and administrative development?

2. Assess the institution for its level of sexism, as well as classism, racism and ageism.

Expect institutions, as reflections of society, to reflect some degree of sexism. Beyond that basic assumption, evaluate institutions for gross sexism.

There should be a sense that the prevailing sexism by the interviewing institution is manageable, or at least susceptible to change. Indications that sexism is more problematic than usual may be disguised as statements indicating you are being considered because of your gender.

Ask: Has information from interviews suggested that

gender was important in the choice of candidates? What is the make-up of the search committee by gender and race? Does this committee reflect the faculty or community? Do members interact in a way that reflects cultural competence and respect for diversity?

Another indication of sexism is that you may be able to negotiate a higher salary or better benefits package than a woman candidate.

Ask: Are candidates being offered different compensation packages? If so, are the criteria for variances in salary clearly identified? Are variances in salary offers due to skill in negotiation by the candidate or a lack of gender equity within the unit?

Another tip-off is an inability to clarify a pattern of presence or absence of women in mid-level and higher administrative positions.

Male administrators in nursing may not get the support they need to oppose sexism if it is endemic to the institution. In assessing ingrained sexist behavior, evaluate both male and female faculty members.

Ask: What recruitment is done to attract all types of qualified candidates to administrative positions? How long do women stay in those positions? Do women talk about their administrative goals? What is the response to the idea of a support/mentoring program for aspiring administrators? Does the institution offer/sponsor course offerings that relate to surviving in the academic environment? If contracts for tenure exist, what is the male-to-female ratio?

3. Explore the perceived impact on faculty and students of having a male in the role of the dean, during the interview process.

Students and faculty may have expectations about the proper gender of the dean of nursing. Although gender is as suspicious as race as a stellar qualifier for any position, if concerns aren't discussed openly, anticipate problems ahead.

Candidates need to express their beliefs about sexism as clearly as possible and get a sense that the prevailing sexism by the interviewing institution is manageable or at least susceptible to change.

Ask: Is sexism defined only as it relates to men? Is the sexist behavior of women recognized? Is there any relation between sexism and heterophobia/homophobia, ageism, classism, etc.?

The lack of continuing education programs in the area of rape-crisis, cultural diversity and women's health issues may reflect an undercurrent of sexism within the institution. If programs are missing, candidates should ask administration for a schedule for their implementation.

Ask: What continuing education is scheduled? Are programs open to men and women, and do they attend? Are they open to the community? Are there forums where people can express their continuing education needs?

4. Be vigilant in identifying and rectifying any internalized sexism in the faculty toward both women and men faculty.

The health care system is sexist, and the ways men and women relate to one another can often be described in the language of exploitation, power and

Continued on page 23

Survival Strategies for New Woman Administrators

By Linda Hartsock and Martha Burns
Principals, Integrated Options, Inc.

(Ed. note: A new subscriber writes on the WIHE Interest Inventory in June: "I am the only female administrator. I'm new and all of the others are men who have been employed at this institution for 10 or more years. I need survival tactics!")

As more women move up in administration, they face new terrain and new challenges. Coming either from faculty positions to the post of assistant dean or from staff positions on the non-academic side to assistant director/coordinator, they suddenly assume administrative roles.

Beyond being handed a job description, or asked to create one for themselves, they rarely receive adequate training for the real world of administration from their boss or institution.

They are expected to sink or swim, often unconsciously set up for failure by a system full of people who are too busy with their own issues.

Here is a baker's dozen of practical tips that you won't see in any textbook, but will help assure your successful transition to the other side of the fence.

1. Recognize that age is all in your head. If you 23 and act like a late adolescent, you'll be treated like one. Conversely, if you're 55 and have moved from faculty to administration with a chip on your shoulder or wearing blinders, you'll be treated like a fossil.

2. Get the lay of the land before you plant your garden. Realize that real power may have nothing to do with positions or titles. A secretary or janitor may know more about what's really going on in your unit, and who will succeed. Or, your boss's significant other may be the way to get her/his ear. Cultivate their support.

3. Act like a leader, not just a coordinator or organizer. Assume that you have been chosen as an administrator because of your vision and ideas, which you must learn to present and sell.

4. Be careful with off-hand remarks and sarcasm. Because of your position, you are now taken literally and your authority is behind your words.

One new administrator asked a faculty member to "represent us" at a meeting, which the faculty member took to mean that they had full authority to commit funds and personnel to the matter being discussed at the meeting.

5. Be a good listener. Identify key words and phrases from others. Your responses should feed back their own words to them, only with your own spin, to redirect, reframe, redefine their ideas to the way you, as their leader, think they should be.

6. Learn to run meetings. There's a big difference between convening and running a meeting. Move it along. Time is a valuable resource on campus, so set the agenda, goals, roles and time frame. Successful meetings don't just happen.

7. Separate problem-solving and decision-making in your mind. Problem-solving may be a group activity, identifying alternatives and preferences. Making the hard decision is the administrator's individual responsibility.

8. Make decisions objectively on merit, not on friendships. Your job as an administrator is to have no friends, but to be knowledgeable, capable and fair. In fact, friends in the workplace can cause you real problems. This is especially true when you may be perceived as passing out favors in the form of budgets or travel money.

Don't be paranoid, but watch out for those who would immediately become your buddy, guiding you through the minefield, only to later betray you or ask for special favors. It happens every day.

9. Learn to say "no." Saying "yes" is fun and gives warm fuzzies, but it's more important to know when and how to say "no" effectively.

10. Add your own twist to tasks. When asked to do reports or present data, be sure to include your own insights and recommendations about what should be done. That's why you are there!

11. Recognize that not all change is progress. Resist the urge to make change for change's sake, especially in your first several months.

12. Do your homework. Look back at least five years in minutes, reports and informal conversations to see what was suggested, by whom, and how it worked. You don't want to go off half-cocked, making recommendations that have already been tried and failed, or were the hobby horse of someone who wasn't respected.

13. Find a colleague from outside. A friendly ear from outside your office and organization, who is at your same level and can maintain confidences, can provide another perspective. (In psychiatry, every therapist has another therapist outside the practice to discuss cases, share problems, worries and successes.) Good administrators do the same, making very sure that their choice is outside the organization and can be trusted to remain silent. ♦

Linda Hartsock and Martha Burns, both EdDs, are former university administrators who now head the management consulting and training firm Integrated Options, Inc., Box 10280, Alexandria VA 22310; (703) 971-3813; e-mail io:inc@aol.com

Special Caveats for New Woman Presidents

Thomas McDaniel, VP for Academic Affairs and Provost, Converse College, SC

(Ed. note: Today's college president is an endangered species. Since 42 of our subscribers are presidents, and soon more will ascend to the post, this wisdom can help.)

Increasingly, capable women leaders are becoming college presidents. It is not too soon. Not only are women presidents excellent role models for female students (who now comprise more than half of all undergraduate students in the U.S.), their leadership styles tend to promote more democratic, participatory practices.

From TQM to Theory Z, new research on "women's ways of leading" tells us that women can expect to be successful in college presidencies in the 1990s. But they should be aware of the danger of high office, especially if they are serving colleges where women leaders are rarities.

My recent experience as interim president of an independent liberal arts college gave me the unusual opportunity to gain insights about what new presidents should and should not do. Some of the mistakes described below I made myself; some I saw in presidents at other colleges; some I observed in the two women presidents on either side of my 13-month tenure. Here are a few common pitfalls of presidential power, and tips on how to avoid them.

1. Failing to Listen. Listening requires hearing, understanding and remembering. It can be difficult to hear good advice clearly when confronted with so many obligations and opportunities in a new position.

But if you don't listen well now, you can be sure there'll be major difficulties later. Most problems that get as far as the president's office are complex and controversial. If they were easy to solve, a dean or VP already would have done so.

Listen carefully with a "third ear" to the nuances of values in conflict beneath the surface. The ability to hear well is a special strength that many women bring to leadership positions.

2. Gullibility. People who can talk easily and frequently with presidents almost always are believable because of their passion and sincerity, their knowledge and powers of persuasion. To prevent being beguiled, exercise careful listening, good judgment and caution.

Make an occasional reality check, such as relying on disinterested sources for additional information. Most crucial decisions should simmer in the saucepan of reflection—not an easy course for new presidents who like to be seen as decisive, action-oriented leaders.

Some women presidents may feel a need to prove they have a "command presence" and a "take charge"

personality. That need can make you vulnerable to staff manipulation, so watch out.

3. Isolation. Don't get trapped in the trappings of your office. Make a special effort to visit as many people and places on campus as possible. Casual conversations in the offices of faculty members or other administrators have a different tone than those carried out in the inner sanctum—they are more likely to be open and direct. So, sit in on a coffee break in the maintenance office, the print shop, or a faculty lounge.

If there's a male domain on campus—a certain coffee shop, the mechanical engineering department—arrange strategic visits to break down barriers.

4. Micro Managing. Of all the skills of leadership, knowing how to delegate is the most difficult one to master. Even the best intentioned micro managers do more harm than good, undermining competent people's independence and confidence.

Set goals and agendas for your subordinates, but don't tell them how to accomplish the assignments. Encourage them to assume greater responsibility for their jobs. If they are unable or unwilling to accept responsibility, change the personnel.

5. Failing to Support. Lack of presidential support for a person or project carries extraordinary weight in a college community. Presidents speak with great authority, and faculty and staff are quick to hear disparagement, faint praise and disapproval. They can infer criticism whether or not it is intended. Even silence isn't safe; people assume the worst in the absence of your clear agreement.

Public comments should focus on what is praiseworthy, commendable and effective. Reprimands, disagreements and criticisms are best handled privately. In colleges, success usually springs from success—recognized and nurtured by supportive leaders. Absorb the blame for what goes wrong and credit other for what goes right.

Women often have superior support skills; use them to build teamwork and community pride.

6. Seeking Instant Reform. Don't move too fast. While you may have been hired for your can-do spirit and creativity, keep in mind that most campuses greet new presidents with some skepticism, anxiety and fear.

Followers grant leadership to presidents who have proved their credibility. Don't raise false hopes; don't raise hackles. Go slowly, and earn your presidential power. Unfortunately, women presidents are still more suspect than their male counterparts.

7. Failing to Lead. The above points warn presidents

to take care before they take action. But it's equally important to establish yourself as a leader in the short honeymoon period you have. First impressions are lasting – everyone is paying special attention to what you say and do. Take advantage of this attention to prove that you are a person of vision, energy and style. Because women leaders often must endure undue attention to their dress and appearance, this is another area for caution.

Presidents are hired to lead. They must lead boards, providing trustees with a clear sense of mission and a commitment to make the college better in discernible ways. Attend to board education, cultivation, and to helping the board fulfill its role in policy making.

But claim for the administration the role of putting policy into action. This doesn't require sweeping action, so much as it requires decisiveness: by word and deed, you can raise standards and communicate positive expectations. Others will see leadership skills when the president listens well, decides wisely, visits frequently, delegates prudently, supports consistently and reforms systematically.

8. Mishandling Stress. Serving as a new president is extremely stressful. A new president's grace period to move in, learn about the campus, and meet and remember scores of faculty, staff, and supporters is brief, at best. At worst, pressures quickly mount, and it's even briefer. An assault on campus, a surprise budget shortfall, a key administrator's resignation, an enrollment downturn—the stress possibilities seem endless.

And since 80% of men presidents but only 20% of women presidents are married, you are less likely to have a sympathetic spouse at home.

The pressures of office may tempt you to over-work, over-worry and over-indulge, none of which help “de-stress” situations or people. Stress remedies include proper rest, reasonable work hours, physical exercise, time for family life and hobbies and a healthy diet.

While this list covers the key points, I learned many other things about presidential leadership. I should have spent more time thanking those who helped me in my work and celebrating with them the successes we enjoyed together.

I also should have worked harder to head off “end runs” by faculty and staff who take issues to the top before consulting their direct supervisors.

I'm glad to return to academic administration, where my interests and talents lie. I also look forward to helping our new president succeed. I'll be much more tolerant of her mistakes. (After all, I've made more than my share.)

I know that she'll receive more criticism and scrutiny than she deserves. But like many new women presidents, she can prove equal to the challenge. ♣

A version of this article appeared in the July-August 1995 issue of *Trusteeship*, published by the Association of Governing Boards of Universities and Colleges. Mc Daniel revised it to incorporate ideas especially suited to women.

“Sometimes the Effort to Change Our Lives Takes Risk and Courage...”

Ed. note: A renewing subscriber, responding to question six of the questionnaire about the frequency of experiencing gender bias on campus, sent this note to encourage others to take action and reap the benefits.

A number of years ago, I realized that my position as library director at a small college was not being recognized financially at the same level as even an instructor on the faculty, despite my educational role for both faculty and students.

I made my pitch for a salary increase, but was told that my “position” was not the same as a “teaching” position, so did not merit an increase.

The library field has traditionally been a woman's profession, and was seen as such here. The dean also appeared to think in “couple” terms, with a man making the higher salary, and a woman adding a supplemental amount.

Since I was a widowed parent with two children to support, my next move was to apply for and receive an offer of a new position at another institution, at a significant increase in pay.

When I told the dean of this offer, he said in all innocence, “I didn't know librarians (he actually meant women) made that much money.”

I explained that in addition to needing more money to live on, both my Social Security payment and my pension would be based directly on my working income, and this was a chance to protect my future retirement resources.

I accepted the new job, and later was invited to apply to return to my previous institution. I did so and was rehired at not only another good pay increase, but with increased status and respect on campus.

Sometimes the effort to change our lives takes risk and courage, but we must make the effort rather than just complain.

In time, I have seen many changes for other women on campus in regard to pay equity and recognition for the position, not the gender of the person holding the position.

For me, the courage it took to make the change has increased my confidence in my ability to affect my situation and also to do my job as a capable person, which has affected positively how others treat me here on campus.

It's a lot more satisfying to work as a colleague than as an unappreciated (and underutilized) drone! ♣

RESEARCH BRIEFS

Intercollegiate Athletics Linked to Lower Frosh Reading/Math Skills

It's official. Playing intercollegiate athletics, particularly for men in football and basketball and women who are on the cusp of academic ability, is hazardous to learning.

A study of 2,416 students attending 23 two- and four-year colleges and universities in 16 states, including 400 athletes, concluded that athletes develop more slowly than non-athletes in reading and math.

The study is the first major attempt to measure the intellectual effects of intercollegiate athletic participation using standardized measures of cognitive development.

Three-hour tests in fall 1992 and again in spring 1993 assessed the students participating in the National Study of Student Learning.

While male non-athletes and those in non-revenue sports made modest gains in reading comprehension and math, those in football and basketball had net losses.

For women the effect was less, although they showed less development in reading comprehension than their non-athletic counterparts.

The effects were stronger for women who were at the greatest disadvantage when they entered college.

Causes for the differences could be the extensive time commitment for football and basketball players, a subculture that may not value reading and studying, or a general tendency for athletes to take applied and pre-professional courses that do not emphasize reading comprehension and math.

Male football and basketball players also reported reading fewer texts and assigned books.

Findings did not differ between NCAA Division I schools and those at II and III.

Suggestions to lessen the effects include: encouraging athletes to take more courses in the humanities, and social and natural sciences; reducing time commitments for athletics; closely watching at-risk women athletes; and taking steps to help

them early rather than late in their college careers.

— *Journal of Higher Education*, July / August 1995.

Mid-life Crises: Women Seek More Power, Men Seek Less

Is there a gender crossover in mid-life, where women seek more official authority and power, while men seek affiliation and a sense of community?

Yes, but it's more complex than expected, according to researchers who recruited 84 women and 66 men from a Boston area HMO and tested their needs for achievement, power, intimacy, affiliation, agency and communion.

Using self-report and projective assessment techniques, they divided the subjects by sex and age. "Young" was defined as aged 20-39, "middle" was 40-65 and "old" was 66 to 84.

On need for power, young women scored 46, which increased to 50 for middle-aged and older. Young men started at 57, which decreased to 44 for middle-aged, then back up to 50 for elders.

On affiliation, women scored a constant 51 across all age groups, while young men scored 45, middle aged 55, then back to 45 for elders.

In addition to sex and age, other factors affected the mid-life change in personality, including work and involvement in childrearing and homemaking.

Researchers observed that the mid-life crossover was more likely to occur among those who had "adhered to strict traditional values in relation to family organization."

— *Sex Roles*, February 1995.

Faculty Perpetuate Old Stereotypes of Women

Expecting that university faculty would rise above old stereotypes, researchers were disappointed to find that both women and men faculty still perceive "most women" in the "somewhat derogatory terms that are consistent with outworn stereotypes."

Three University of South Florida researchers had 400 faculty members, chairs and other academic administrators rate the "ideal" men

and women, "most" men and women, and themselves on a five-point Likert scale on each of 33 feminine and masculine traits.

From them, five factors emerged: *compassion, intellect, power, deference and sexuality*.

The sample was 39% women, 55% tenured, and about equally split between assistant, associate and full professors.

Both women and men prefer an androgynous "ideal woman," but a masculinized "ideal man."

Not surprising in an academic setting, both women and men valued *intellect* and *compassion* highest in both women and men. *Deference* rated lowest for both "ideal women" and "ideal men" by all groups of respondents, yet they considered "most women" to be very high in that attribute. Both women and men faculty rated themselves as very low in *deference*.

Women faculty saw themselves as close to the "ideal woman" in *compassion, intellect and power*, and significantly higher than "most women" in *intellect and power*. They rated themselves way below both the "ideal women" and "most women" in *deference*.

Men faculty described themselves as significantly higher in *intellect and compassion* than "most men," but similar in *power, sexuality and deference*.

Faculty of each sex saw themselves at comparable levels to the traditional traits associated with that gender: women with *compassion* and men with *power*. Noting that perceiving one's self as close to one's ideal is a strong indicator of good mental health, researchers concluded that the faculty "experience a healthy level of self-esteem."

They were unsure whether the valuing of intellect, "the most adaptive value for career success in the academy," shapes masculine gender values, or whether the academy attracts those people who prefer masculine gender roles.

Concluding that the data show that faculty members may be perpetuating stereotypes without examining their basis in reality, researchers called the findings "uncomfortable" and encouraged faculty to challenge "outworn and narrow expectations."

— *Sex Roles*, February 1995.

Framing Hillary: Gender Imagery in Editorial Cartoons

By Elaine K. Miller

Associate Professor, Women's Studies/Foreign Languages
SUNY at Brockport NY

"Hillary Rodham Clinton is the most powerful First Lady in history. Does anybody have a problem with that?" reads the cover of Time magazine (May 10, 1993). "Well," reply the editorial cartoonists, "let us see."

In the avalanche of commentary on Hillary Rodham Clinton, editorial cartoons function as a barometer of public opinion about this most accomplished, active and outspoken First Lady.

Over the past two years, they've charted the public reaction to Hillary's high profile in the political arena, and the apparent uneasiness over how and where such a woman fits, not just in the world of national politics, but also in a marriage.

(So prominent is her profile that since she became the First Lady with a Wellesley degree, women's colleges have had a 14% increase in applications, including a 36% increase at Wellesley.)

Editorial cartoons use metaphor, both verbal and visual, with many meanings and interpretations.

Having studied the editorial cartoon portrayals of Geraldine Ferraro as vice presidential candidate in 1984, I wondered if the same gender imagery would surface concerning Hillary.

For Ferraro, two themes emerged. One was clothing strength and competence in the garb of masculinity. Cartoons often portrayed her as the man of the couple, beside a feminized Mondale, a technique repeated in portrayals of the Clintons.

A second theme was casting Ferraro as a romantic partner to Mondale, emphasizing her identity as a female while diminishing her role as a political figure. It is the opposite with Hillary, as the editorial cartoons emphasize her political activity, and diminish her femininity.

Both portrayals work to diminish a key feature of each woman's identity. Ferraro, the candidate's running mate, was made his sex partner; Hillary, the president's wife, is made unattractive.

Reflecting the uneasy mix of power and femininity, the cartoon messages suggest that females must sacrifice one or the other attribute.

Goals and Hypotheses

Although there is research on how editorials and cartoons affect reader opinion, and some theoretical work on cartoon interpretation, no key studies focus on actual reader response to cartoons.

The WIHE invitation to support survey research was an opportunity to explore reader response to editorial cartoons. I wondered what patterns of gender imagery WIHE readers would observe, and how they would interpret the cartoons' messages.

A questionnaire inviting reader reactions to four cartoons accompanied the April 1995 issue of the WIHE newsletter. From 1,900 questionnaires sent out came 426 responses (22%), from all 50 states and Canada, and even three from Bahrain and Guam.

The four cartoons in the questionnaire offer succinct imagery (both verbal and visual) and do not

require familiarity with specific events or issues.

As expected, most respondents saw cartoons #1, 3 and 4 as negative commentaries on Hillary, and cartoon #2 as a more mixed message.

But the open-ended explanations provide key information, not only about respondents' views on the cartoons and on gender politics in general, but also on what the cartoons mean to them.

The Sample

Most respondents were white women campus administrators in their 40s to early 50s. (Only eight males and 34 African Americans responded, both groups too small for analysis.) In political orientation, more than two-thirds consider themselves "very" or "somewhat" liberal, more than two-thirds identify with feminism and the women's movement, and four-fifths feel positive about Hillary Rodham Clinton and her role.

In how respondents feel about the significance of editorial cartoons, about three-fourths said they "reflect" or "reinforce" attitudes and beliefs, while slightly more than one-third felt they "cause" attitudes and beliefs. Few found no significance.

Importance of Editorial Cartoons

Importance	% responding
Reflect attitudes and beliefs	74 %
Reinforce attitudes and beliefs	71
Cause attitudes and beliefs	36
Are humorous but insignificant	16
Other	9

Results

For each cartoon, respondents marked whether they viewed the commentary on Hillary as positive, a mix, negative, or unsure, and why. Last, they described the gender messages in each cartoon.

Respondents' Evaluation of Cartoons

Cartoon	positive	negative	mix/unsure
#1: "Little woman"	5 %	71 %	21 %
#2: "Tea time"	34	25	40
#3: "Time magazine"	5	68	26
#4: "42nd Prez: WCR"	8	54	35

WIHE readers noted that Hillary is repeatedly masculinized; strength and competence are portrayed as exclusively masculine attributes; women who display strength and competence sacrifice their femininity; strong women emasculate men — if she is strong, he is weak; strong men control their women, and Bill Clinton does not.

Other themes indicate that there is a "new" woman who contradicts past expectations of appropriate behavior for First Ladies, which is a welcome development, but a few respondents noted that women are set up as the critics of each other to do the policing of patriarchy. Respondents frequently noted the ever-present tie, a key gender metaphor. She wears one; he can't get his on straight.

Since popular culture is contested terrain, it offers negotiated meanings, including alternative or subver-

sive readings. Readers often intentionally reinterpret the message, for example, putting a positive spin on one they know is intended to be negative. In this phenomenon, called reading against the grain, readers resist uncritically consuming the dominant ideology or cartoonists' representations.

Survey responses reflect these complexities: "... we read into them what we want to. All of these cartoons could be interpreted as either positive or negative or mixed!"

For responses to the cartoons below, the first is from one who saw the cartoon as positive, the second from one who saw it as negative, and the last from one who saw it as a mixture.

Cartoon #1: Little Woman



+ The cartoonist is explaining the lunacy of the phrase "little woman" - while also showing, thru size, what an important and frighteningly (look at the "little men") important person she is.

- Strong women get beheaded.

? Recognizes that she is a powerful individual with a big important role, but portrays her as unattractive - ugly, big hands, bad clothes.

A typical interpretation might be that Hillary, who has overstepped her boundaries, has become a looming, overwhelming figure whose out-of-control power reduces the men in her presence to cowering little boys. That's the message to most respondents, 71% of whom evaluated this cartoon as negative.

But comments indicate that some did read in positive meanings, noting the cartoon's potential for criticizing the "little woman" stereotypical phrase that is so obviously unsuited to a woman of Hillary's stature, rather than as a critique of Hillary herself.

Others wrote that they thought the cartoonist's intent was negative, but they nevertheless created a positive reading, illustrating a reading against the grain: "Go, Hillary! Break those stereotypes!"

To read this cartoon as positive requires a conscious resistance to imagery that is heavily inscribed with messages that support a dominant ideology: power and femininity do not easily mix. Respondents noted the messages: Hillary's heavily masculinized appearance as a bulky body in an ill-fitting pin striped suit and with exaggerated, large hands, a headless torso of markedly unfeminine appearance by conventional standards. Only 5% of respondents saw the cartoon as positive.

Cartoon #2: Tea Time



+ Hillary has not taken a traditional "plant the geraniums" approach to being 1st lady. That's good as far as I'm concerned. If it disturbs the old guard—tough!

- Forcing women into two stereotypes—one, of the traditional keeper of social customs; the second, of the "new woman"—totally competent, busy and an absolute nincompoop in social circles. Patriarchy has set up women to do their own oppressing and policing.

? Cartoon flatters HRC at the expense of other women. Why pit women against each other?

This cartoon drew the most evenly divided ratings. Respondents noted that Hillary seems engaged in serious matters, in contrast to the former First Ladies, who advise her to "sit down and drink your tea," a welcome change in the First Lady's role.

But the idea that Hillary is competent and engaged in significant work is somewhat offset by the masculinization of her. Once again, that simple but powerful symbol, the tie, masculinizes the competence. And a number of respondents noted that the cartoon sets women against women, adding a negative dimension to its positive message.

Cartoon #3: Time magazine



+ Hillary must be playing some serious hardball — that's good — breaks down stereotypes about women, which I hope gets extended to minorities.

- Assertive, capable women are characterized as losing their femininity and thus they are unattractive to others, physically and emotionally. Watch out "girls." This is how we will treat you if you forget your "place."

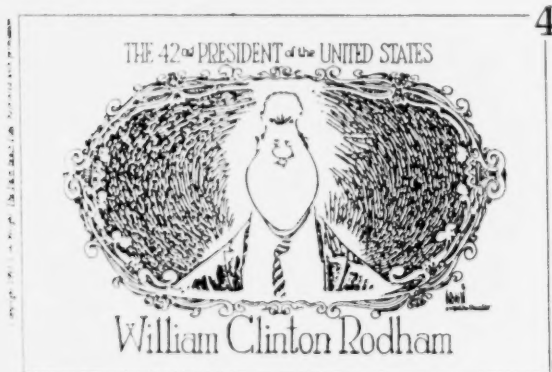
? She is portrayed as powerful enough to be the #1 person of the year, but ... not as a "proper" woman.... Women who try to play powerful roles, even if they are capable, will be treated with derision.

This cartoon, which ranked second highest in negative evaluation at 68%, most noted the masculinization of Hillary. She's dressed as a man, with features more characteristic of males than females. Some saw it as a blend of Bill and Hillary.

This cartoon shares with #1 a message that's explicitly about Hillary, but also implicitly about Bill. Is his manhood questioned by the partnership with this non-little woman? Is her being "man of the year" not only a statement of the inappropriateness of what she is, but also what he is not? She is what she ought not to be; he is not what he ought to be.

Some saw a positive side to the cartoon, a well deserved recognition of Hillary's abilities, but also remarking that it was unfortunate that such competence had to be labeled masculine. One male respondent saw it as "positive," an appropriate warning to "other unelected" First Ladies about inappropriate conduct, and reflected on the phenomenon of "so called 'strong women', who scorn the counsel of the majority of women."

Cartoon #4: 42nd President: WCR



+ Recognition that they have an equal partnership and Bill recognizes and supports Hillary and vice versa.

- A pussy whipped man controlled by a woman. A man will lose his identity if he has a strong wife.

? Reflects strongly that Hillary is a major player in the Bill and Hillary union. Also reflects that some level of role reversal exists that is uncomfortable for many people.

? Where there is a more equal balance of power in a politically visible couple there is something wrong with the male. If he were drawn more favorably this could be more humorous and educational.

An interesting companion to #3, in which the

commentary that is ostensibly about Hillary reflects on Bill, this cartoon calls him "William Clinton Rodham," which is really a commentary on Hillary.

Those who read #4 as positive noted that the name recognizes Hillary's power and impact, in both the marriage and the political arena, suggesting also that equal partner marriages might well incorporate such a name option. "Why not?" said one reader.

A number did clarify that they knew the name arrangement would be at odds with the dominant ideology, within which a more likely interpretation is that Bill is controlled by Hillary.

"[The cartoonist] probably didn't intend my positive reaction," reflected one such respondent, "that men and women in a united role need each other. One is not more important than the other..., too bad he really hasn't hyphenated his name."

But as a number of respondents pointed out, this lumpy, bland looking Bill who can't get his tie on straight, and with only a hint of a mouth (voice), does not easily fit into a positive interpretation.

Here again is the association of power with masculinity, and the loss of it as feminization. The succinct caption illustrates the kind of metaphoric shorthand cartoonists use in playing to what they know we know. We become accomplices in constructing the meaning. If we smile at the cartoon, perhaps it's due to the efficiency of the metaphor, and the cartoonist's slightly perverse skill at drawing us in.

Conclusion

WIHE readers took issue with the portrayals of Hillary, primarily by noting and rejecting the stereotyped gender notions on which they are based. By intentionally reinterpreting the message, they turn what they acknowledge as negative intent into a positive take on the message.

Because "positive" and "negative" ratings reflect an interplay of assumptions, perspectives, and political ideology, only open-ended comments can accurately assess editorial cartoons.

A limitation of the study is that the sample, subscribers to the WIHE newsletter, is a very homogeneous one of women academics. Good comparative data would come from a sample more representative of the general population.

The survey confirmed that large numbers of women on campus find the subject engaging and of deep importance. "Interesting exercise. Made me angry, though." "These cartoons are so powerful pulled together like this. Very painful — for all strong women." "Oh, dear, this was a good day until now. I'd forgotten how far we still have to go as women. Thanks for a wake up call." ▀

Miller's 47-minute 1993 video on Geraldine Ferraro, *Running Mate: Gender and Politics in the Editorial Cartoons*, is distributed by First Run Icarus Films of NYC. An article "Politics and Gender: Geraldine Ferraro in the Editorial Cartoons," is in *Feminist Theory and the Study of Folklore* (University of Illinois Press, 1993).

CAREER CONNECTIONS

Reach 10,000 women in higher education for only \$230. Call Mary Zenke at (608) 251-3232 by the 20th.



UNIVERSITY OF MAINE SYSTEM

CHANCELLOR

The Board of Trustees of the University of Maine System invites nominations and applications for the position of Chancellor of the University of Maine System.

The University of Maine System is a nationally recognized leader in combining excellence with access in public higher education. Responsive to the special history and character of Maine, the System is made up of seven universities and ten centers stretching from Sanford in the south to Fort Kent at Maine's northernmost border with Canada. The diversity of the System makes it unique: a land grant/sea grant research university at Orono; an urban comprehensive university with campuses in Portland, Gorham, and Lewiston-Auburn; a selective liberal arts university in Farmington; three regional baccalaureate universities in Fort Kent, Machias, and Presque Isle; and the university campus in Augusta providing selected baccalaureate programs and serving as the Community College of the System. Together they enroll 31,220 students and have a total operating budget of \$349 million.

Governed by a 16-member Board of Trustees appointed by the Governor, the University of Maine System is administered by a Chancellor, who is responsible for both academic and administrative leadership and for representing the System to the Governor, State Legislature, and the people of Maine. Each university is led by a President, who is appointed by the Board on the recommendation of the Chancellor.

Review of candidates will begin late September 1995, with an anticipated appointment date, January 1996.

Nominations and expressions of interest should be submitted to:

Sally G. Vamvakias
Chair of the Search Committee and
Chair of the Board of Trustees
University of Maine System
107 Maine Avenue
Bangor, Maine 04401

The University of Maine System is an Equal Opportunity, Affirmative Action Employer and strongly encourages applications from and nominations of women and minority candidates. Upon request, the System provides reasonable accommodations to individuals with disabilities.

Associate Vice President, Academic Affairs Budget and Operations

Eastern Michigan University invites applications for the position of Associate Vice President for Academic Affairs. The individual selected will assist the Provost in planning, development and administration within the Academic Affairs Division, with particular emphasis on budget and administrative operations.

Eastern Michigan University is located in southeast Michigan near Ann Arbor. EMU's undergraduate, master's, specialist and doctoral degree programs serve the needs of 23,000 students, predominantly from the Great Lakes region. Regular and part-time faculty total approximately 1100.

Major responsibilities of the Associate Vice President include: directing the development and monitoring the implementation of the annual Academic Affairs budget; oversight of faculty allocations and all division personnel and operational expenditures; directing the administration of the Office of Academic Advising, Records and Registration; and coordinating the development of improved administrative systems within the division.

Qualifications: Doctorate in Higher Education Administration or related field preferred. Knowledge and skills in higher education program planning, organization and administration, with five or more years of experience at senior administrative levels required. Experience in college level teaching, administration of complex budgets, and use of computerized systems for budget and planning desirable.

This position could be available as early as January 1 or as late as July 1, 1996. For consideration, please forward letter of interest, cv and three letters of recommendation to the address below. Review of applications will begin October 15 and continue until finalists have been identified.

Position APAA9601
204 King Hall
Eastern Michigan University
Ypsilanti, MI 48197

We strongly encourage women and members of minority groups to consider this opportunity and to identify themselves when applying. EMU is an affirmative action, equal opportunity employer.

FRAMINGHAM STATE COLLEGE PRESIDENT

The Framingham State College Board of Trustees invites applications for the position of President to succeed Paul Weller who is retiring after many years of distinguished service.

An Acting President, who is not a candidate for the permanent position, will begin serving on December 31, 1995, and will serve until a President is appointed.

Candidates should possess the following qualifications:

- An earned doctorate (including, but not limited to a Ph.D., J.D. or Ed.D.) or other academic credentials sufficient to warrant consideration for appointment to the chief executive position at a state college.
- Proven administrative experience in a senior management position in higher education or substantial experience in a senior management position in a field outside higher education, where such experience is deemed relevant to, and provides a basis for judging the candidate's capability to serve as college president.
- An appreciation for the role of faculty, staff, and students in college governance and in a state system of higher education.
- The ability to work effectively in a collective bargaining environment and in a state system of higher education.
- The capability to articulate the mission and needs of the college to external constituencies, and to provide direction in the pursuit of the institution's goals with particular emphasis in the areas of planning and implementation of mission/goals; academic leadership; administrative management; external relations, including legislative and political interactions; and fundraising.

Founded in 1839, Framingham State College is a comprehensive public institution offering high quality arts and sciences and professional programs serving about 5,500 full- and part-time students in its undergraduate, graduate,

and Continuing Education programs. The College offers 28 majors at the baccalaureate level and awards the Master's degree in 17 different fields. The budget for fiscal year 1996 is approximately \$30 million. Framingham is one of nine State Colleges in the 29 campus system of Public Higher Education.

The President is the Chief Executive Officer of the campus and is responsible to the Board of Trustees. The President is also responsible for collaborative efforts with the State System Higher Education Coordinating Council and its Chancellor.

Framingham is a town of 65,000 people and is the second largest retail center in New England. It is the core of a region that is the high-tech capital of Massachusetts. Located in a historic region twenty miles west of Boston, Framingham offers a suburban atmosphere with a cosmopolitan flavor.

There is competitive compensation and attractive fringe benefits for the President's position, which should be filled by July, 1996.

Send nominations and applications by December 31, 1995 to: **Ralph T. Lepore, III, Esq., Chair, Presidential Search Committee, Framingham State College, 100 State Street, Framingham, MA 01701.**

The Committee will begin to review applications in early December, 1995. The deadline for all applications is December 31, 1995.

 Framingham State College

Framingham State College is an Affirmative Action, Equal Opportunity employer and encourages applications from women and minorities, and all other under-represented groups.



California State University Long Beach

Vice President University Relations and Development

CSULB seeks experienced administrators with energy, enthusiasm, integrity and progressive vision as applicants and nominees for the position of Vice President for University Relations and Development. The Vice President reports directly to the President, serves as a member of the President's Cabinet, and is responsible for providing strong leadership, broad policy guidance, and skillful management of the Division of University Relations and Development, which is comprised of Development, Public Affairs, and Alumni Relations. CSULB is ranked first in the CSU in fund-raising, with 21 million dollars raised in 1994-95. The Vice President will work with all divisions within the university (academic and service areas) in fund-raising and advocate the mission and values of the institution both internally and externally.

To receive serious consideration, the applicant must hold a baccalaureate degree from an accredited institution; have successful administrative experience; possess effective communication skills; and have a proven record of success in fund-raising. In addition, candidate must demonstrate an understanding of the fundamental principles and practices of the University with its academic mission, and be able to communicate effectively with an ethnically and culturally diverse community.

The ideal candidate will hold a graduate degree; demonstrate understanding of the values and functions of a complex university; and have experience both in managing a capital campaign and in fund-raising with a university, or comparable organization.

CSULB offers a competitive salary commensurate with experience and an attractive benefits package.

Applications and nominations will be reviewed beginning October 16, 1995 and continue until a qualified candidate is selected. Confidentiality of applicants will be maintained and no inquiries will be made without permission of the candidate. Letters of interest and nomination, with a vitae, should be sent to:

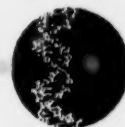
Dr. Donald P. Laude
Chair of the Search Committee for VP,UR&D
c/o Office of the President, SS/A 300
California State University, Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840

CSULB is a vibrant, comprehensive, urban university with an enrollment approaching 30,000 students, and one of the largest campuses in the 22-member California State University system. Located near the ocean in Long Beach, the fifth largest city in California, the 320 acre campus offers a beautifully landscaped, garden-like setting, an excellent plant and outstanding instructional facilities enhanced by attractive, innovative, and aesthetically-pleasing architecture and design. Under the strong leadership of a new President, CSULB is aggressively recruiting bright, high-achieving students who seek a traditional college experience, while maintaining its mission of providing access and opportunity for non-traditional populations. With its strong commitment to high-quality undergraduate and graduate programs, CSULB is positioned to become one of the premiere urban universities in the country.

In addition to meeting fully its obligations of nondiscrimination under federal and state law, CSULB is committed to creating a community in which a diverse population can live, and work, in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation or other personal characteristics or beliefs.

AA/EEO/TITLE IX EMPLOYER

CSULB ... REDEFINING THE URBAN UNIVERSITY



University of Maryland Biotechnology Institute

The University of Maryland Biotechnology Institute (UMBI), an independent research component of the University of Maryland System located in the Baltimore-Washington corridor, invites nominations and applications for the following two positions.

VICE PRESIDENT FOR ADMINISTRATIVE AND FINANCIAL SERVICES

The Vice President is the senior administrative officer of the Institute and reports directly to the President. The Vice President is directly responsible for the functions of budget projection and long range planning, financial management, human resources, facilities planning and operations, information management, and business and contractual services. As a member of the President's Council, the Vice President provides a strategic business and financial management perspective to the Institute's decision making process and represents the Institute to the University of Maryland System, citizens and representatives of the State of Maryland and other external organizations.

UMBI is an independent research component of the University of Maryland System. UMBI's programs are organized to encourage partnerships with non-profit organizations, federal laboratories, agencies of the State of Maryland, and the private sector, as well as other academic institutions.

Candidates should have a minimum of 10 years of experience in financial management with an established record of developing creative solutions to problems associated with financing and managing complex research organizations. Candidates with prior experience in legislative relations are preferred. Outstanding leadership ability and excellent interpersonal written and oral communication and negotiating skills are essential. An M.B.A. or equivalent degree is required.

Salary is negotiable, and an attractive benefits package is offered.

Applications will be reviewed beginning September 11, 1995, and will be considered until a suitable candidate is identified. Please submit letter of application, resume, and the names, addresses, and telephone numbers of at least three references to:

Dr. Donald Nuss, Chair
Search Committee for VP for Administration and Finance
University of Maryland Biotechnology Institute
4321 Hartwick Road, Suite 500
College Park, Maryland 20740

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Vice President for Academic Affairs (VPAA) as chief academic officer reports directly to the UMBI President and has primary responsibility for faculty affairs. The VPAA will be responsible for developing and implementing innovative academic programs that utilize modern technologies and that are targeted to traditional and non-traditional audiences. At the request of the President, the VPAA will represent UMBI within academic councils and to other interested groups. The VPAA will be expected to work closely with the President, as well as with the Vice President for Administrative and Financial Affairs and the Directors of the research centers.

Qualifications include an earned doctorate in the life sciences, leadership experience in academic program development, a strong commitment to incorporating new technologies into education, an ability to relate research programs both to funding opportunities and to increased economic development for the state of Maryland, and outstanding communications and managerial skills.

Candidates should submit a letter of application; a current curriculum vitae; and the names, addresses and phone numbers of five references. To insure full consideration applications must be received by September 15, 1995. Sent to:

Dr. Jerome Regier, Chair
VPAA Search Committee
Center for Agricultural Biotechnology
University of Maryland Biotechnology Institute
Agriculture/Life Sciences Surge Bldg.
College Park, MD 20742-3351

The University of Maryland is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Cuesta College, San Luis Obispo, California, has the following fulltime opportunities available. Completed applications will be received through September 15, 1995, 4:00 p.m.

DEAN OF STUDENT SERVICES

Earned master's degree from an accredited college or university and two years of teaching or student services program experience, preferably at the community college level.

DEAN OF INSTRUCTION, BUSINESS, ENGINEERING/TECHNOLOGY, AND HUMAN DEVELOPMENT

Earned master's degree from an accredited college or university and a minimum of two years of teaching or counseling experience, preferably at the community college level, in one of the areas of Business, Engineering/Technology, or Human Development or a related discipline. Professional/business work experience in one of the related areas is highly desirable.

Write or call for an application packet:

CUESTA COLLEGE

Human Resources

P.O. Box 8106

San Luis Obispo, CA 93403-8106

Phone (805) 546-3127

FAX (805) 546-3907

Cuesta College is an EEO/AA Employer



Indiana State University

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Indiana State University invites nominations and applications for the position of Associate Vice President for Academic Affairs to begin on or before July 1, 1996.

Reporting to the Provost and Vice President for Academic Affairs, the Associate Vice President is responsible for processing and reviewing faculty evaluations, managing faculty development programs, overseeing program reviews and inventory audits, reviewing articulation and other curriculum agreements, and coordinating curriculum and catalogue revisions. The Associate Vice President coordinates the University assessment program and has reporting line authority for the following four areas: the Office of International Programs, the Office of National Scholarships, the Student Academic Services Center, and the Center for Teaching and Learning. In the absence of the Provost and Vice President for Academic Affairs, the Associate Vice President represents the Office of Academic Affairs.

Candidates for the position must have a terminal degree and a record of distinguished teaching and scholarship which will support a faculty appointment, effective written and oral communication skills; interpersonal skills necessary to interact with a diverse constituency; a commitment to shared governance, traditional liberal arts and professional programs, and cultural and gender diversity, and successful academic administrative experience, preferably at the chairperson level or above.

Founded in 1865, the University is located in Terre Haute, a city of 60,000, which, in addition to being a transportation and retail hub for the region, serves as the fine arts, cultural and athletic center of west-central Indiana and east-central Illinois. Terre Haute is within 70 miles of Indianapolis and within three hours driving time of Chicago, St. Louis, Cincinnati, Louisville, and other major midwest cities. The University enrolls over 11,000 undergraduate and graduate students in more than 100 degree programs that extend from the associate to the doctoral levels. The University is committed to promoting diversity among its varied constituencies.

Applicants should forward a letter of interest which includes a statement highlighting abilities and experiences they can bring to the position, a curriculum vitae, and names, addresses, and telephone numbers of five references. All materials should be sent to:

Professor Doris Williams, Chairperson
Associate Vice President for Academic Affairs
Search & Screening Committee
Indiana State University
Parsons Hall, Room 208
Terre Haute, IN 47809

Nominations and applications should, if possible, be submitted by October 6, 1995. Detailed screening of applications will begin October 9, 1995, and continue until the position is filled.

Indiana State University is an Affirmative Action, Equal Opportunity employer, committed to enhancing the cultural and gender diversity of its faculty and staff. Applications from persons of color and women are especially encouraged.

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS WITH SPECIAL RESPONSIBILITY FOR MINORITY AFFAIRS AND DIVERSITY

The Senior Vice President for Academic Affairs at the University of Minnesota invites nominations and applications for the position of Associate Vice President for Academic Affairs with Special Responsibility for Minority Affairs and Diversity. This officer has primary responsibility for overseeing and facilitating the development and implementation of institutional policies for all campuses of the University and for programs on the Twin Cities campus regarding communities of color, women, people with disabilities, gay, lesbian, bisexual, and transgender (GLBT) people, and other historically underrepresented groups. The Associate Vice President plays a major role in enhancing excellence through diversity at the University of Minnesota by ensuring that minority and diversity interests are reflected in all aspects of University life.

Major Responsibilities

Policy Development. A primary goal of the University is to formulate well-balanced, coordinated programs and policies that promote a supportive and diverse institutional environment. In support of this goal, the Associate Vice President acts as an adviser to the President and other members of the University community by providing information and analyses on the total programmatic and administrative implications of proposed policies and their relationship to institutional objectives and relevant community interests, thereby ensuring that minority and diversity-related issues are key considerations in all major budgetary, administrative, and governance decisions. This function also facilitates the overall coordination of campus, college, and central administration programs and policies aimed at recruiting and retaining students, staff, and faculty of color, women, people with disabilities, and members of the GLBT community, resulting in an enrichment of teaching and learning opportunities for all members of the University community.

Leadership and Guidance. In order to promote improvements in the overall University climate, the Associate Vice President will actively pursue the timely and successful implementation and coordination of system-wide minority and diversity-related policies for all campuses of the University and practices and procedures for the Twin Cities campus. This involves fostering programs that promote culturally sensitive leadership skills among the University's management, supervisory, and administrative teams. It also entails promoting research projects in minority and diversity-related areas of scholarship, as well as encouraging initiatives that enable students, faculty, and staff of color, women, people with disabilities, and members of the GLBT community to participate fully in all aspects of University life.

Outreach and Service. In order to attend to the University's mission of providing service and outreach to communities of color, women, people with disabilities, and members of the GLBT community, the Associate Vice President will establish and maintain collaborative partnerships with these groups by serving as the institutional liaison for the Twin Cities campus to members of these communities, and representing their interests and views within the University wherever and whenever appropriate. It also includes providing administrative support for established advisory groups, such as the President's Minority Advisory Committees.

Assessment. The Associate Vice President's office is responsible for making priority determinations of University-wide efforts aimed at improving the recruitment, retention, and graduation of people of color, women, people with disabilities, and members of the GLBT community. Included is assisting in the establishment and articulation of institutional goals and objectives and assessing their outcomes. It also involves the development and evaluation of criteria used in resource allocation, budgeting, and planning processes.

Preferred qualifications are: (1) an earned doctorate; (2) four years of progressive administrative experience in an academic setting; (3) a demonstrated record of successful administration of programs designed to serve students, faculty, and staff of color, women, people with disabilities, GLBT people, and other historically underrepresented groups; (4) successful senior-level administrative experience; (5) an established record of accomplishments to enhance minority affairs and diversity in an institution of higher education; (6) demonstrated leadership skills; (7) excellent communication and interpersonal skills; (8) a demonstrated ability to work effectively and productively with administrators, faculty, staff, students, diverse campus groups, and the larger community; and (9) outstanding academic credentials sufficient for a faculty appointment.

Appointment and Salary. The initial appointment will be for three years, subject to an annual performance review, with subsequent annual renewable contracts determined by quality of performance. Salary is negotiable and commensurate with the candidate's qualifications and experience. A faculty appointment with tenure status in a relevant department may be possible, depending on the successful candidate's qualifications.

Nomination and Application Process. Nominations must be received by close of business September 1, 1995, and should include the name, title, and address of the nominator, as well as a brief statement of qualifications and endorsement. Completed applications are due no later than close of business September 15, 1995, and must include a letter of interest from the candidate, a current curriculum vitae, and three letters of reference.

Nominations and applications should be sent to: Dr. John Gunn, Institute Chair, Search Committee for Associate Vice President for Academic Affairs with Special Responsibility for Minority Affairs and Diversity, Office of the Senior Vice President for Academic Affairs, 232 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455-0111.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation.

WRIGHT STATE UNIVERSITY

Provost

—Search Extended—

Wright State University invites applications and nominations for the position of Provost of the University.

The Provost serves as the chief academic officer of the University and is expected to provide the academic and administrative leadership to achieve a high standard of excellence in instruction, faculty and student development, research, and public service. The Provost also serves as chief executive officer of the University in the absence of the President. Reporting directly to the Provost are the Deans of the 10 colleges, schools, and branch campuses; the University Librarian; the Vice President for Student Affairs and Enrollment Services; and Associate Provosts for Undergraduate Education and Academic Affairs, Research and Graduate Studies, Campus Climate; and Institutional Research and Planning.

Qualifications for the position include a terminal degree and demonstrated administrative experience at the Dean's level; Vice Presidential experience in Academic Affairs is preferred. Academic credentials in teaching and research should be sufficient for a faculty rank of Professor in an appropriate college/school. Demonstrated leadership and experience in planning and managing academic programs, resource allocation, student affairs programs, personnel administration, and an ability to help formulate and articulate goals of the University are essential. A strong commitment to teaching and research, affirmative action, and public service is expected.

Wright State University is a growing, comprehensive, state-assisted university located in suburban Dayton, Ohio. Programs of study include more than 100 undergraduate and 34 master's degree programs and programs of study for the M.D., Psy.D., Ed.S., and Ph.D. degrees. Established in 1964, Wright State University is among the preeminent metropolitan universities in the nation. The University is a student-centered, culturally diverse community committed to the inclusion of all individuals in all facets of university life. This includes special facilities for the physically challenged. Currently a combined enrollment of nearly 17,000 undergraduate, graduate, and professional students is found on the University's 557-acre, 39-building main campus and its two-year, regional branch campus.

Review of applicants will begin upon receipt of applications and will continue until at least September 15, 1995.

Applicants should send a letter of interest, a current curriculum vitae, and a list of five references with complete addresses and telephone numbers to:

Chair, Provost Search Committee
Administrative Wing
Wright State University
Dayton, OH 45435



Wright State University
Dayton, Ohio 45435

Wright State University is an affirmative action/equal opportunity employer.

Want to reach 10,000 women on the move?

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reaches women in administrative, faculty and
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Call (606) 251-3232 for details.

Women in Higher Education

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<http://www.itis.com/wihe>

DEAN

SCHOOL OF SOCIAL WELFARE University of California, Berkeley

The University of California, Berkeley invites nominations and applications for the position of Dean of the School of Social Welfare. The appointment is effective July 1, 1996.

The School of Social Welfare is celebrating its 50th year of excellence in social work education. It offers the A.B., M.S.W. and Ph.D. degrees. The School's purpose is to educate professionals for practice in the public social services and scholars for social work teaching and research.

The dean provides academic, intellectual, professional, and executive leadership, and maintains a collegial environment conducive to excellence in teaching and research and in public and professional service. In addition, the dean takes a leadership role in raising funds and promoting relationships with alumni and the profession.

Applicants for this position should have the following qualifications:

- Demonstrated leadership in social work education and/or executive and administrative experience in public social services.
- A distinguished record in teaching and research warranting a full professorship.

In addition, a professional degree in social work or social welfare and/or an earned doctorate in social work or social welfare or a related profession or discipline is highly desirable.

Applications should include a curriculum vitae and the names and addresses of at least three references. Applications will be accepted until October 16, 1995. Nominations and applications should be addressed to:

Chair, Social Welfare Dean Search Committee
Chancellor's Office
200 California Hall, #1500
University of California, Berkeley, CA 94720-0001

Inquiries, along with suggested names of candidates, may be addressed by email to kate2@ced.berkeley.edu.

The University of California is an Equal Opportunity, Affirmative Action Employer.

Michigan State University DEAN, COLLEGE OF NATURAL SCIENCE

Michigan State University invites applications and nominations for the position of Dean of the College of Natural Science. Michigan State University, a premier land-grant institution and a member of the Association of American Universities, has a student enrollment of approximately 40,000 and is located in an urban-rural setting adjacent to Lansing, the State capital. The University has 14 colleges plus two academic administrative programs in international studies and urban affairs led by deans.

The College of Natural Science consists of 19 academic units and programs in the physical, biological and mathematical sciences, as well as the MSU/DOE Plant Research Laboratory, Kellogg Biological Laboratory, Center for Fundamental Materials Research, Center for Microbial Ecology, Pesticide Research Center, Center for Electron Optics, and the Center for Integrative Studies. The College provides instruction in the natural sciences for all University undergraduates and offers programs of study leading to the B.A., B.S., M.A., M.S., M.A.T., and Ph.D. degrees. Currently, the college consists of about 350 tenure-stream faculty and 5,300 majors, about 80 percent at the undergraduate level and about 20 percent at the graduate level. The Dean is the chief academic officer of the college and reports directly to the Provost.

QUALIFICATIONS

MSU is seeking individuals who have demonstrated strong accomplishment in scientific research, strong leadership in administration and education, effective interpersonal skills and a commitment to excellence in natural science teaching, research and service programs. An earned doctorate in a field related to programs of the college is required. Candidates must meet standards for appointment at the rank of professor (with tenure) in an academic department in the college.

SALARY

Salary is competitive and commensurate with experience and qualifications.

APPLICATIONS/NOMINATIONS

Applications/nominations should be submitted as soon as possible and preferably by October 1, 1995. Applications/nominations submitted later will be given all possible consideration, depending on the status of the search process. Women and minority applicants/nominations are encouraged. Handicapped persons have the right to request and receive reasonable accommodation. Nominations or letter of application with curriculum vitae should be sent to:

Dr. William Deal, Chairperson, Search and Rating Committee
Dean, College of Natural Science
Office of the Provost
Michigan State University
312 Administration Bldg.
East Lansing, MI 48824-1046
Telephone Inquiry: 517/353-8949
Fax: 517/353-9334, E-mail: dealw@pilot.msu.edu
Michigan State University is an Affirmative Action,
Equal Opportunity Institution

Dean College of Education

The University of Delaware invites applications and nominations for the Dean of the College of Education. The University of Delaware is a comprehensive institution with approximately 15,000 undergraduates and 2,500 graduate students in ten colleges. The College of Education, a member of the Holmes Group and the Project 30 Alliance, is composed of two departments serving approximately 900 undergraduate majors and 300 graduate seeking degrees in two undergraduate programs, and a variety of Master's and doctoral programs. The Dean is the chief academic and administrative officer of the College and reports to the Provost. In cooperation with four other colleges in the University, the College of Education coordinates teacher education programs enrolling approximately 1,700 students. Noted for its interdisciplinary group of highly committed and productive scholars, the College has long been recognized as being in the forefront of teacher preparation.

We seek a candidate who can work with us to enhance a strong College of Education with many local and national interests. Qualifications should include:

- An earned doctorate and national recognition as a scholar with a record of exemplary performance in teaching research, and service sufficient to merit appointment as a tenured full professor in the college;
- Administrative leadership experience in an accredited of higher education;
- A vision for education that takes into account national trends and issues, and the ability to translate these into local action;
- Outstanding communication skills, successful experience in advancing cultural and gender sensitivity and diversity, and appreciation of academic freedom;
- A record of promoting successful multi-disciplinary collaboration and a capacity to work with other Colleges in the University in teacher education;
- Commitment to support, and ability to enhance, faculty scholarship and research;
- Commitment to teacher education and involvement with the schools, and ability to work effectively with state education officials;
- Successful experience in attracting and managing internal and external funds.

The application should include a statement addressing these attributes, a resume, names and contact information for five references, and any other materials reflective of the applicant's accomplishments. Applications should be sent to Dean Mary P. Richards, Chair, Dean of Education Search Committee, c/o College of Arts and Science, 201 Elliott Hall, University of Delaware, Newark, DE 19716.

Review of applications will begin October 15, 1995 and continue until the position is filled.

The UNIVERSITY OF DELAWARE is an Equal Opportunity Employer which encourages applications from Minority Group Members and Women.



VERMONT LAW SCHOOL



Dean

Vermont Law School invites nominations and applications for the position of Dean. The law school is a private, independent, and fully accredited institution with a Juris Doctor program that is national in scope. The school's Environmental Law Center offers an interdisciplinary program leading to a Master of Studies in Law degree.

As a young, dynamic, and independent institution, Vermont Law School affords substantial opportunities for a dean. The dean reports directly to the Board of Trustees and has authority and responsibilities comparable to those of a college president.

Vermont Law School's location in central Vermont offers unique lifestyle and professional opportunities. As the only law school in Vermont, the institution is an important resource for the state government and legal community.

We seek candidates with the energy and abilities to contribute to our continuing development as a small, high quality center of education and public service. Preferred qualifications include:

- Demonstrated Leadership and Administrative Ability
- Skills in Fund Raising
- Academic Achievement
- Ability to Communicate with Diverse Constituencies

Candidates will be considered during the summer and early fall. Confidential inquiries are welcomed and early submissions are appreciated. Applications or nominations should be submitted to:

Professor Stephen Dycus
Dean Search Committee
Vermont Law School
P.O. Box 96
South Royalton, VT 05068

Vermont Law School is an Equal Opportunity Employer



The University of Michigan

DEAN School of Natural Resources and Environment

The University of Michigan invites applications and nominations for the position of Dean of the School of Natural Resources and Environment. This position will be available on July 1, 1996. The Dean is the chief academic and administrative officer of the School and reports directly to the Provost and Executive Vice President for Academic Affairs. The School of Natural Resources and Environment is an interdisciplinary professional school focusing on research, teaching, service and the development of policies and management programs leading to the conservation, protection, and sustainable use of natural resources. The School's activities include instruction at the undergraduate, master's, and doctoral levels, and an active research program. Diverse faculty concentrations include Resource Ecology and Management, Resource Policy and Behavior, and Landscape Architecture. The School is committed to an integrative interdisciplinary approach to problem-solving in active collaboration with related disciplinary departments and professional schools.

The Dean provides leadership in academic program planning, development and evaluation. Qualifications should include an earned doctorate, and a distinguished record appropriate for a tenured appointment in the School. The Dean must provide leadership for the School both within and external to the University community as well as for seeking and securing funds from a variety of sources.

Applications and nominations should include a detailed curriculum vitae and the names, addresses, and telephone numbers of three references. While applications will be considered until the position is filled, the Committee will begin reviewing applications on October 15, 1995. The University's dedication to excellence is complemented by its commitment to building a culturally diverse academic community. Individuals from underrepresented groups are encouraged to apply.

Nominations and applications should be directed to Jonathan W. Bulkley, Chair, School of Natural Resources and Environment Dean Search Advisory Committee, The University of Michigan, 3068 Fleming Administration Building, Ann Arbor, MI 48109-1340; telephone: (313) 449-2955; FAX: (313) 764-4546.

A non-discriminatory, affirmative action employer.



HARTNELL COLLEGE SALINAS, CALIFORNIA

Invites applications for the following positions which are open until filled. Closings listed indicate 1st round screening dates:

DEAN-Math/Sciences
(Closes 10/06/95)

**VICE PRESIDENT-
Student Services**
(Closes 10/13/95)

MANAGER- Library Services
(Closes 10/20/95)

**VICE PRESIDENT FOR
INSTRUCTION**
(Closes 11/10/95)

The above positions offer excellent benefits. Please call HARTNELL COLLEGE for additional information and required materials.

HARTNELL COLLEGE
156 Homestead Ave.
Salinas, CA 93901
Phone: (408) 755-6706

Affirmative Action/Equal Opportunity Employer



Director of the Mershon Center

The Ohio State University invites applications for the position of Director of the Mershon Center. The Mershon Center is an endowed multi-disciplinary unit focusing on issues of international and national security. Its current programs concentrate on research and policy activities in the area of military security, foreign policy decision-making and analysis, democratization and civic education. Participating faculty associates are tenured in a variety of departments including political science, history, psychology, economics, sociology, and in the schools of education, law, business, and public policy. They work together on projects related to international security, defense policy, and conflict resolution. In addition, the Center is always open to new directions, approaches, and ideas.

The Director will hold the rank of full professor and be responsible for providing research, organizational, and financial leadership for the Center and for assuring the quality of the Center's research and activities. The director will encourage and work with faculty throughout the university in pursuing the Center's research, policy, and educational agenda. The director is expected to be active in projects of the Center and to maintain his/her general scholarly research and publications. The director should have a distinguished scholarly record in his/her field with regard to

international/national security issues. Candidates should have a successful record in acquiring grants, contracts, and other sources of external funds. The ideal candidate will have had substantial administrative experience and been active in international and national policy circles.

Review of applications will begin on October 15, 1995, and continue until the position is filled. Applicants should submit a letter of interest, a curriculum vitae, and phone numbers of at least four references (candidates will be notified before references are contacted to:

James Naylor, Chair
Department of Psychology
142 Townshend Hall
The Ohio State University
1885 Neil Avenue Mall
Columbus, OH 43210-1222

The Ohio State University is an Equal Opportunity/Affirmative Action Employer. Qualified women, minorities, Vietnam-era Veterans, disabled veterans, and the disabled are encouraged to apply.



A member of Pennsylvania State System of Higher Education

Dean of the College of Arts and Sciences

Shippensburg University, established in 1871, is a public comprehensive university that offers baccalaureate and master's degree programs in three colleges: Arts and Sciences, Business and Education/Human Services. The 200 acre campus, with 35 major buildings, is located in a community of 8,500 in the scenic Cumberland Valley of southcentral Pennsylvania. Shippensburg is located 40 miles southwest of Harrisburg and 90 miles northwest of Washington D.C. The student body numbers approximately 5500 undergraduates and 900 graduate students; the University faculty complement is 304 full time faculty members.

The College of Arts and Sciences has a student enrollment of 2250 and a faculty complement of 204 members. The departments of the college are: Art, Biology, Chemistry, Communications/Journalism, Mathematics, Computer Science, Modern Languages, Music, Physics, Psychology, Sociology/Anthropology and Speech/Theatre Arts. Interdisciplinary programs/minors include Honors, International Studies, Ethnic Studies and Women's Studies.

The Dean of the College of Arts and Sciences is the chief academic officer of the College reporting directly to the Provost. He/she is responsible for providing direction and leadership in the development, approval, and implementation of all programs in the College of Arts and Sciences, promoting scholarship, professional development, and intellectual growth of the faculty, cultivating and developing the support of external constituencies, and preparing and administering the College budget. A detailed job description and organizational chart are available upon request.

The qualifications required include an earned doctorate in one of the disciplines of the college, a minimum of five years' experience as a department chair or other relevant administrative experience, evidence of commitment to teaching excellence, a record of successful scholarly activity and grant writing; and the ability to be an articulate spokesperson for the College of Arts and Sciences. The successful candidate should have experience in problem solving and conflict resolution, short and long range planning, fiscal management, and program or institutional assessment.

Salary will be competitive and commensurate with qualifications and experience. Starting date will be no later than July 1, 1996.

Applicants must submit: (1) letter of application which addresses the candidate's ability to meet the above stated qualifications; (2) a curriculum vitae; (3) three letters of reference; (4) copies of transcripts. All applications and inquiries will remain confidential. Applications, inquiries and nominations should be sent to Dr. Michael McNichols, Chairperson, Search Committee for Dean, College of Arts and Sciences, Old Main Box 10, Shippensburg University, 1871 Old Main Drive, Shippensburg, PA 17257.

Application review will begin September 11, 1995 and will continue until finalists are selected for the position.

Shippensburg University is an Equal Opportunity/Affirmative Action Employer. Women and racial minorities are encouraged to apply.

JCPENNEY COMPANY BUSINESS LEADERSHIP CHAIR COLLEGE OF BUSINESS ADMINISTRATION THE UNIVERSITY OF OKLAHOMA — NORMAN CAMPUS

The University of Oklahoma College of Business Administration is pleased to announce that applications and nominations are being accepted for the JCPenney Company Business Leadership Chair. This unique opportunity for a leading business scholar was made possible by a \$3.5 million endowment from Mr. W. R. Howell, the JCPenney Company, and the State of Oklahoma. It is intended to attract a scholar of national and international prominence to join the rapidly ascending College of Business Administration at OU.

The successful applicant will meet several requirements. He or she will have an earned doctorate in a business or business related discipline. His or her widely recognized program of research will be related to the leadership and/or strategic direction of organizations. The JCPenney Company Business Leadership Chair will be an outstanding teacher who has a successful record in high quality undergraduate and graduate teaching. The chairholder will have the credentials to merit the appointment as a full professor with tenure in the College of Business Administration.

In addition to teaching and research, the chairholder will have overall responsibility for the programs and activities of the JCPenney Company Business Leadership Center. The chairholder will work with the Director of the JCPenney Company Business Leadership Center to attract and develop students of exceptional ability and potential for business leadership, strengthen the College of Business Administration's and the University's stature in business leadership teaching and research, and establish a lasting and mutually beneficial relationship with the broader University and business communities. It is important for the chairholder to have the experience, creativity, and ability to work effectively with national and international leaders in academia, business, and government.

The College of Business Administration has four divisions offering programs in Accounting, Finance, Management (including Management Information Systems), and Marketing. Degrees are offered at the undergraduate, masters, and doctoral levels. The College was reaccredited in 1994-95 and rated highly in several recent polls. The College has approximately 2600 undergraduate majors and 300 graduate students.

An attractive salary along with substantial research and travel support are available through the endowment and state funding. Applications should include a letter of interest, a resume, and the names, addresses, telephone and FAX numbers of four references. Nominations are also solicited.

Initial screening of applicants will begin August 1, 1995 and will continue until the position is filled. Nominations and applications should be sent to:

Dean Richard A. Cosgrove, Chair
JCPenney Company Business Leadership Chair Search Committee
College of Business Administration
The University of Oklahoma
Norman, OK 73619

The University of Oklahoma is an Equal Opportunity/Affirmative Action employer. Women and minorities are encouraged to apply. OU has a policy of being responsive to the needs of dual career couples.



American Studies/ Women's Studies

A tenure-track, joint appointment in American Studies/ Women's Studies Programs specializing in feminist theory and Asian-American studies, effective September 1, 1996. Applicants will be responsible for teaching Feminist Theory, American Ethnic Studies with an emphasis on Asian-Americans, Gender and Politics of Difference or the Social Construction of Gender, Introduction of American Studies, and Senior Seminars in both areas. Five courses per year. Excellent teaching is the primary criterion for tenure at Colby; scholarly publication is expected. Applicant should be able to assume leadership role in Women's Studies in the future. Assistant Professor rank. Salary competitive. Ph.D. must be completed by Fall 1995. Applications should be sent to: **Cheshire Calhoun and Charles Bassett, Search Committee Chairs, c/o Office of the Dean of Faculty, Colby College, Waterville, ME 04901.** Applicants will be interviewed at the November American Studies Association convention in Pittsburgh. Applicants from other disciplines will be reviewed for interview on campus. Review of all applications will continue until the position is filled. *Colby College is an AA/EEO Employer and strongly encourages applications from women and minorities.*



Solano Community College Suisun, California

FACULTY POSITIONS

Solano Community College invites applications for the following full-time, tenure-track faculty positions. The campus is located just off Interstate 80, halfway between San Francisco and Sacramento:

Ethnic Studies/Social Science Biology • Spanish • Physics

Start Date: January 12, 1996

Assignment: 175 workdays annually

Application Deadline: September 15, 1995

Benefits: District-paid health and welfare benefits for employee and dependents; and life insurance for employee.

To obtain a detailed job announcement and application documents, contact the Personnel Office, Room 616, Solano Community College, 4000 Suisun Valley Road, Suisun CA 94585-7128, or phone our 24 hour jobline at 707/864-7129. Personnel Office hours are Monday-Friday, 8:00a.m. to 5:00p.m.

To be considered an applicant for a position all materials requested in the job announcement must be received no later than the filing deadline. (Postmarks not accepted). Submission of these materials is the applicant's responsibility. Incomplete and/or late applications will not receive committee consideration.

SCC is an equal opportunity/affirmative action employer and encourages minorities, women and the disabled to apply.

PENNSTATE



University Park
Campus

DIRECTOR CENTER FOR APPLIED BEHAVIORAL SCIENCES

Applications and nominations are invited for the position of Director, Center for Applied Behavioral Sciences (CABS). CABS is a unit of Penn State's Intercollege Research Programs which fosters multidisciplinary research in the behavioral, social, life, and physical sciences, engineering, and the arts and humanities. CABS' primary mission is the application of knowledge about human behavior to the solution of organizational problems. In addition, the mission includes a contribution to the education of Penn State undergraduate and graduate students through their involvement in field research and application. Current applied research projects are funded by private industry and by both state and federal agencies. Current staff members include an Interim Director, Associate Director, Administrative Assistant, Project Manager, Data Analyst, and a Post-Doctoral Scholar, as well as about 8 graduate research assistants. In addition, a number of faculty from various academic departments participate on specific research projects.

Duties of the Director include managing all CABS' activities; securing grant and contract funding; and collaborating with other IRP units in research planning and activities. It is also anticipated that the CABS Director would have an academic appointment in an appropriate University department.

Candidates should have a Ph.D. in psychology or related discipline with an emphasis on applied aspects, such as represented in industrial/organizational psychology, tests and measurement, or human factors/engineering psychology; a history of successful grant and contract support; and a publication record consistent with a senior faculty appointment. Experience in multiple project management and research administration is highly desirable.

Candidates should send a detailed resume and a letter describing their interests and background to: Dr. William Taylor, Director, Intercollege Research Programs, 205 Kern Building, Dept. CHE, The Pennsylvania State University, University Park, PA 16802. Candidates should also include the names, addresses, and phone numbers of 4 references in either their letter or as part of their resume. For full consideration, applications should be received by December 1, 1995. Applications will continue to be accepted until the position is filled. The starting date of the position is open, but it is anticipated that it would be no later than August, 1996.

For additional information about CABS, contact Dr. James L. Farr, Interim Director, CABS, 207 Research Building D, Penn State University, University Park, PA 16802; phone (814) 865-3312; FAX: (814) 865-3309; email: JSF@PSUVM.PSU.EDU.

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AA/EEO/TITLE IX EMPLOYER

CSULB ... REDEFINING THE URBAN UNIVERSITY



Head of Networked Computing

Corrected Copy

The University of North Carolina at Charlotte seeks an individual to provide leadership, direction, and operational supervision for the University's distributed computing and electronic connectivity services.

The Head of Networked Computing position is a senior level position responsible for planning and supporting of the campus' distributed computing environment including the network backbone, local area networks, and network support for desktop computing.

Networked Computing is responsible for the integration of all computer operating systems, including: IBM VM/CMS and MVS/ESA, SNA/VTAM/NCP, CICS; Digital VMS; Unix (Solaris and HP-UX). In addition, Networked Computing supports standard versions of desktop operating systems and applications software, including DOS/Windows, Windows NT, MacOS, Netware 4.x and Unix (Solaris). This complex environment of operating systems is expected to evolve into an integrated "distributed computing" environment that supports administration, instruction, research and public service at the University. The Head of Network Computing will have a significant role in meeting this goal.

The campus data network includes an FDDI fiber optic backbone that interconnects all central campus buildings and Ethernet intra-building local area networks. The network currently provides service to over 2,700 active connections on the campus as well as several remote campus locations. Networked Computing also provides coordination with the campus Unix-based workstations and multiuser SUN SparcCenter 1000 system. The majority of these systems are involved in "Project Mosaic", which is an instructional and research computing initiative for high end use of networking and computing utilizing DCE software.

Requirements: A baccalaureate degree with a master's preferred. Candidates who do not have a baccalaureate or master's degree, but can demonstrate a successful career in network planning and administration within a combination of the operating systems used on the campus may also be considered. A minimum of 5 years' managerial experience; demonstrated organizational leadership; extensive networking experience including LANs, AFS, NFS, Unix, experience with desktop and computer operating systems; openness to change; service orientation; ability to handle diverse responsibilities; set priorities, initiate and implement programs and services; excellent communication, interpersonal, analytical and planning skills; familiarity with emerging information technology and its implications for operational effectiveness of the University community.

Preferred Qualifications: Knowledge of assessment and data analysis technologies and their application; experience with strategic planning; participative type management styles, and resource management.

Benefits: Excellent benefits including tuition-waiver program. Salary commensurate with qualifications and experience.

To apply for this position send a résumé and letter of application to Carol Runnion, Library and Information Services, The University of North Carolina at Charlotte, 9201 University City Boulevard, Charlotte, NC 28223-0001. Applications will be accepted until the position is filled. Members of minority groups, persons with disabilities and women are especially encouraged to apply. AA/EEOE.

Continued from page 7
manipulation.

Nursing faculty may exhibit sexist behaviors toward one another, students, and administrators. Sexism is not limited to interactions with the opposite gender. Sexist behavior by women is no less problematic than sexist behavior by men, and must be confronted.

Ask: What roles do students and faculty assume in actual or potential sexist situations? How does sexism manifest itself in the clinical setting? What policies and procedures relate to treating others with respect and human dignity? Are exact policies in place for complaints of sexual harassment? What are the mechanisms for protection of women and men who may be wrongfully accused of sexual harassment?

5. Be sure that at least one of your confidants or mentors is a woman who is sensitive to gender issues and able to give clear feedback about your decision-making.

Finding a woman mentor usually is not difficult. It is just as important, however, for men to remember that they must cultivate a woman faculty member's advice about the working of the faculty.

Geneseo

SUNY GENESEO

Director of College Libraries

SUNY Geneseo is seeking a dynamic and experienced leader for the position of Director of College Libraries. The State University of New York at Geneseo is a state-assisted, 5,200 student, predominantly undergraduate residential college located in the village of Geneseo, 28 miles south of Rochester. The College is highly selective, with SAT scores averaging 1148 (ACT, 26) and freshman-to-sophomore retention exceeding ninety percent. Undergraduate teaching is the College's central and consuming mission, but all faculty are expected to maintain active programs of scholarship.

Milne and Fraser Libraries, with an annual budget of approximately \$1.6 million, hold nearly 500,000 volumes, including 3,159 current serials. Both libraries offer access to CD-ROM and Internet-based bibliographic databases and offer online database search services to faculty. Services are provided by the Director, fourteen librarians, and sixteen support staff. A major automation program, using multiLIS, is largely completed. Both libraries enjoy reputations for outstanding service to the College and the surrounding community.

The Director of Libraries is responsible for managing all aspects of library operations, creating a work environment that encourages excellence in staff performance and library service, and fostering communication between the Libraries and the College and broader academic community. The Director actively participates in long-range planning of campus information services and is responsible for preparing the library budget and allocating departmental acquisitions budgets, with the approval of the Office of the Provost. The position is a twelve-month administrative appointment. Salary is competitive, and the preferred starting date is January, 1996.

The successful candidate will hold a master's degree in library science with additional subject master's or doctorate desirable, and will combine recent experience in progressively more responsible positions in academic libraries with vigorous collegial leadership and exceptional interpersonal and communication skills. Geneseo seeks candidates who demonstrate a comprehensive knowledge of information technology and library automation, a commitment to staff development, and an ability to work cooperatively with staff to pursue external funding opportunities.

Geneseo actively seeks diversity among its students, faculty, staff, and administration, and welcomes applications from members of historically underrepresented groups.

Screening of applicants will begin on September 15, 1995 and continue until the position is filled. Nominations and applications (the latter including a letter of interest, vita, and a list of three references) should be submitted to:

Chair, Library Director Search Committee
Office of the Provost
SUNY Geneseo
1 College Circle
Geneseo, New York 14454-1460

*Geneseo is an Affirmative Action, Equal Opportunity Employer.
Women and minorities are encouraged to apply.*

The isolated life of the administrator can make finding a confidant difficult — or at least suspicious to others. If men and women think, act and speak differently, having a woman companion in decision-making is essential. A male administrator needs to cultivate a support system of management level personnel of both genders.

Ask: What settings nurture professional relationships? How can people maintain both professional and personal relationships? How does the institution support mentoring for new administrators? How do people develop a mentoring relationship that is not viewed as a misuse of influence? What clues suggest a mentoring relationship needs to be changed?

Men who seek to enter the world of administration in traditionally female disciplines need to do so with an awareness that such a career move has the potential to support sexism in the unit and in the school as a whole.

Rather than avoid assuming administrative opportunities, men can have a positive effect in eradicating sexism if they are aware of the potential pitfalls beforehand. ♦

THE LAST LAUGH

Reflections from the Vermilion River

Getting away from it all is a wonderful concept, but it can be a jump from the frying pan into the fire.

On August 13, I met up with the eight other women with whom I would spend seven days and six nights canoeing, camping and chatting on the Vermilion River in northern Minnesota.

We met at the Montana Cafe in Cook MN, where breakfast was \$2.50 with orange juice in a mason jar.

I immediately noticed that they were all younger and thinner than me. I was in over my head. "You should be in fairly good shape," the brochure said, and my playing tennis and ice hockey was *supposed* to have met the requirement. It didn't.

Little did I realize that within 48 hours, I would be hiking a three-quarter mile portage with a 75 pound canoe on my shoulders.

Another reluctant soul, Chris, paired up with me to take turns carrying the canoe over rocks and slippery roots, downed trees, black muck up to the tops of boots, and up and down 30% slopes.

For relief, the carrier traded the canoe for her partner's 50 pound Duluth back pack, plus a lightweight 20 pound day pack and a paddle or three.

Wildlife was plentiful. Dozens of eagles soared and posed for snapshots in white pines along the river, along with loons, egrets, pelicans, herons and Canadian jays. Beavers swam to their lodges, deer drank at the banks, a squirrel made a mad dash across the river right before our eyes.

The Group

Most of my companions were in transition.

Chris, a kindergarten teacher, was moving for the 14th time in 15 years, as her boyfriend was about to take a sales job out of state ... without her.

Deb, who'd quit her job as a junior high band teacher, had decided to divorce her husband of 24 years and move north as her son goes off to college.

The presence of a mother-daughter combo from Texas brought out the jealousy and guilt of a single parent whose 17 year old daughter only reluctantly goes as far as the grocery store with her. Later we learned that Mom had ejected her from the house ten years ago at age 17, upon learning that she was a lesbian, and the trip was Mom's idea.

Of the nine, four of us claimed to have the best job

in the world: the two guides who get to make a living outdoors, a woman who goes to people's homes showing them how to do for themselves to stay out of a nursing home, and me.

Lessons from the Wild

Veteran guides shared tips for relative comfort.

On their advice, we put the ground cloths *inside* the tents, a move that paid off on the last night when a downpour kept us inside out tents from 9 to midnight. So heavy was the rain that a plastic bag became an emergency latrine for one camper.

We learned to estimate the time remaining until sunset. Hold a hand horizontal at arm's length and line up the top side of the forefinger to the bottom of the sun. Each finger's width represents 15 minutes until the sun hits the horizon.

We learned that there are three ways to purify water. Boiled water tastes smoky, tablets make the water taste like chlorine, and water pumped through a filter tastes fine but is slow, hard work.

We learned the necessity for packing a variety of clothes for hot, cold and wet weather, rolling everything tightly in small plastic bags to stay dry.

We learned too late that lighter is better, especially for the three-quarter mile portage. One veteran back-packer had cut labels from clothes and removed band aids from the wrappers. Perhaps a greater emphasis on the weight of our personal gear during the four portages would have prevented my bringing a ceramic cup, stainless steel eating utensils, six pens and a yellow notepad.

The Leisure to Contemplate

The sabbatical offered time to mull over problems and opportunities, both personal and relating to this newsletter, and a reality check.

I'm glad we got our World Wide Web site up and running on the internet, and are getting some response. Check it out: <http://www.itis.com/wihe>

I reaffirmed the ethics of our new marketing approach using a sprinkling can instead of a hose to reach potential new subscribers. It will save trees, landfill sites and hassles all around. *If it works.*

Home Sweet Home

I returned with not only an exhausted and darker body, but a new appreciation of the softness of my bed, the support of a chair's back, ice, and cruise brochures. And a few surprises you'll see in future issues. ♦

Many Deer

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• WOMEN

IN HIGHER EDUCATION

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Cooperation Settles U of Penn Title IX Athletics Complaint

There's a new alternative to lawsuits, with their hefty attorney's fees and animosity, in resolving equity complaints by women athletes and coaches.

At the University of Pennsylvania, the new model for resolving the issues saved time, money and hard feelings. It's called negotiation, based on respect and trust, and using the positive aspects of the old boy's network to support women.

Five women athletes and nine coaches of women's teams filed a complaint in May of 1994, accusing Penn of violating federal laws against sex bias in its athletics program. Without admitting a violation, Penn agreed in August to major changes in its program to improve the support of its women athletes.

Although both sides agreed to keep details of the settlement confidential, the dollars involved are said to be "substantial" and "significant." Under the settlement, the school will renovate facilities for women athletes, including locker and weight training rooms and the boathouse, and buy new equipment for several teams.

It also includes increasing head coaches to full-time for women's squash, gymnastics, field hockey and lacrosse, and hiring more part-time assistant coaches for crew and lacrosse.

Title IX Complaint in 1994

Carol Tracy, executive director of the Women's Law Project in Philadelphia, filed the bias complaint on behalf of the women athletes and their coaches with the U.S. Department of Education's Office of Civil Rights last year. Title IX of the Education Amendments of 1972 prohibits sex bias by colleges that get any kind of federal funds.

Although most bias complaints revolve around participation rates of women in athletics, that was not an issue at Penn. Rather, it was support, in the form of gender equity in facilities and coaching.

The sides were at an impasse until Tracy had the idea to take another tack and sought out a key negotiator.

Although a lawyer by training, her previous experience as head of the Penn women's center taught her that there are many ways to approach a problem, not just the legal one.

Based on Respect, Trust

This May, Penn and the Women's Law Project invited Fred Shabel, a former athletic director and VP at Penn, to facilitate the negotiations that led to the

settlement. "When you play hardball, you bring in the slugger," Tracy explained.

As chairman of Spectacor Inc., a sports group that owns the Philadelphia Flyers hockey team and owns and manages sports stadiums, Shabel had the respect of both sides in the dispute. Plus, Tracy adds, he had the inside information on how Penn operates, in addition to the business skills to make the deal work.

"Lots of what we needed was facility related, and as former VP at Penn, Fred was in charge of facilities. He knew precisely what to ask for."

Having met Shabel when she was director of the Penn women's center and part-time law student there, Tracy called him "an incredibly fair and effective person, and a substantive deal-maker."

Shabel agreed to help out only if Penn also wanted his participation, specifically Athletic Director Steve Bilsky, who had played basketball there when Shabel was AD. All parties agreed at the outset that gains for the women's program would *not* be made at the expense of the men's program.

Within two months of Shabel's involvement, the two sides announced the settlement.

Tracy applauded Penn's plans. "Equity in athletics is a major and controversial issue at most colleges and universities today," she said. "In this case, however, there has been unprecedented cooperation between the University and the women coaches and athletes in reaching this agreement. We believe this is one of the most constructive and amicable resolutions in a gender equity case."

The key, Tracy said, was that the student-athletes and the coaches were able to identify the specific

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problems and suggest solutions, and their demands were reasonable and specific.

And negotiator Shabel is a successful business person who was knowledgeable, fair and well-respected by both sides of the issue, Tracy said.

Olympic gold medalist Carol Bower, head coach of women's crew at Penn and a participant in the bias complaint, agreed. "This settlement is one of the most pleasing moments of my career," she said.

"The spirit, cooperation and effectiveness of the team at Penn that put together the settlement embodies what is best in college athletics. The real bonus is that we will improve conditions for women athletes but not at the expense of male athletes."

Look Around

Lawyers are taught to presume a conflict, while negotiators may seek more amiable solutions to the problem. "If other schools would look hard enough to solve their inequity problems, instead of staying in defensive postures, they could find somebody like Fred," Tracy said.

In contrast to the amicable settlement at Penn, she notes that Brown University is still at an impasse over the lawsuit filed in 1992 by women athletes over gender bias under Title IX. (See details in Newswatch, page 4.)

Having worked with and been taught by Brown University President Vartan Gregorian when he was provost at Penn, Tracy has written to him offering suggestions. "He's a very good, wonderful, special person. But I think he's been poorly advised," she said.

Having been successful at reaching a settlement for Penn, the Tracy-Shabel team is available to others who want to talk to them about other gender equity disputes in campus athletic programs.

Founded in 1974 in Philadelphia, The Women's Law project is a public interest law center dedicated to advancing women's legal rights. ♦

For more information, contact Executive Director Carol Tracy at the Women's Law Project (215) 928-9801.

Crusade To Integrate The Citadel Benefits Other SC Women Students

Crucified by the media, male cadets and school leaders, Shannon Faulkner has had a very positive effect for at least 22 South Carolina women this fall.

Despite her dropping out of The Citadel in the first week of classes, citing stress and isolation, her legacy is other women wanting to join the lawsuit to integrate the Citadel, and the creation of a new leadership program for South Carolina women.

The 22 are the first class at the South Carolina Institute of Leadership for Women, the state's alternative for women who seek to attend the state's all-male military college. Converse College, a nearby private and exclusive college for women, created the new institute under a state-sponsored financial arrangement, which gives each South Carolina woman student a \$10,175 scholarship.

Beginning November 6, a trial decides whether the Converse program is a legal alternative to The Citadel for South Carolina women.

Moving at Double Time

In only a few months before opening its doors in

September, the Converse program drew 50 requests for applications, accepted 40 women and enrolled 22. All are from South Carolina.

Not slackers, they bring an average GPA of 3.6, compared to 3.2 for Converse College in general. Converse College frosh have an average SAT score of 1060, about the same as those at The Citadel.

For the 22 students at the Institute of Leadership for Women at Converse College, the program represents a chance to get a degree from a one of the most expensive private schools in South Carolina (1994-5 tuition: \$15,850) at bargain rates.

How does the Converse College program differ from The Citadel? Both have strong academic curricula, ROTC training, weekend and summer military leadership courses, physical fitness requirements, room inspections and wilderness training.

But for the women, Converse College's program emphasizes teamwork and self-confidence building experiences, not the typical "tear 'em down so you can build 'em up the way you want them to be" military boot camp attitude.

No shaved heads, screaming, marching in the gutters or other forms of degradation that torment cadets at The Citadel. Rather, a kinder, gentler way that leaders hope will produce top women leaders.

Kathy Neal, whose grandfather attended The Citadel in the 1940s, prefers the Converse program.

She plans to work hard to assure that the new women's program succeeds. "I want it to gain respect. Hopefully, by the time I graduate, we'll have 22 strong, successful women and people will be knocking the doors down to get in," she said.

Her roommate, Shariah Choice, chose the Converse program for its tuition subsidy and potential to help her become an Air Force nurse. She has no interest in attending The Citadel. "Growing up in the Charleston area, I've heard what they do to guys there," she said. "There is no way I would go there." ♦

Information for this article came from a Cox News Service article appearing in the Wisconsin State Journal September 1, 1995, and sources at Converse College.

WOMEN

IN HIGHER EDUCATION

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U.S. Educators Report that Beijing Int'l Women's Conference Goals are Ambitious

After two weeks of soul-baring debate, most of the more than 1,000 U.S. delegates to the Fourth Annual United Nations Conference on Women in Beijing, China, learned more than they taught.

Women from 180 countries exchanged information on the problems women face, not only in education but in human rights issues as well. Education will be a big part of the solution, a key point in the Platform for Action delegates approved.

While much of the discussion on education centered around the right to universal education and need to eliminate illiteracy, higher education topics focused on the need for more women teaching science and math.

Delegates also reaffirmed women's human rights, including the rights to control their own bodies and property, and recommended that secondary and higher education curricula include discussions of women's human rights.

Although the media focused on the appearance by Hillary Rodham Clinton, security hassles and expensive food at the conference, most delegates will remember the feeling of sisterhood with their counterparts worldwide.

New Coach's Pact Brings Base Salary Equity

Former University of Iowa basketball coach Vivian Stringer reportedly agreed to a precedent-setting contract to apply her skills at Rutgers University Nj, says the *Wisconsin State Journal*.

Her base salary of \$150,000 per year at Rutgers reportedly is more than that of either the men's basketball coach Bob Wenzel (\$124,000) or the football coach Doug Graber (\$145,000). Her seven-year contract reportedly is worth \$300,000 per year. But then, the men probably earn more considering endorsements, summer camps and other sources.

It helps when your brother is Philadelphia lawyer Tim Stoner, who handled contract negotiations for Minnesota women's basketball coach Linda Hill-MacDonald and former women's volleyball coach Stephanie Schleuder.

Harassment Closes Poli Sci Dept to New Grad Students at U of British Columbia

Responding to allegations of sexism, University of British Columbia President David Strangway took the dramatic step of halting the admission of new graduate students to the college of arts and science's political science department in June.

His action followed release of a report of a 10-month investigation by Vancouver Attorney Joan McEwen, who found that a basis exists for allegations of harassment and discrimination by 12 grad women students. Of the department's 25 faculty, only five are women.

Since then, the school has been working with grad

students to address the issues, according to vice provost Libby Nason, who says the media and some faculty opposed the president's action.

In January, the president had approved a new UBC policy on harassment and bias. The policy also includes training for administrative heads, and is leading to a campus-wide discussion of equity.

Some faculty see it as an academic freedom issue, Nason says, while the president sees it as taking a stand for the rights of the students. "Without human rights, you don't have academic freedom," she says.

The graduate studies dean set up a committee that meets weekly to work with the department.

A Few Trinity College Alumnae Resist Changes for a New Century

It's an epidemic, calling for a president's resignation any time you see a president acting counter to your own inclinations.

It happened to Judith Albino at the University of Colorado, Francis L. Lawrence at Rutgers University NJ, and now it's happening to Patricia McGuire, president of Trinity College in Washington DC.

The small group of alumnae was irked when restructuring brought the formerly freestanding alumnae group into the college. They asked others to withhold donations, and sought help from the conservative National Alumni Association.

"People were trying to carry the flag for a college that no longer existed, often at odds with others at the school," McGuire says.

The problem, she says, is institutional change at the small women's college. "For a Catholic women's college to make it in the 20th century, we have to accept some new realities."

First, the students have changed in the last 30 years. More than half are minorities, which she says has some alumnae "concerned and somewhat hostile."

And the college's largest program now is on weekends, serving 700 working women over age 25, which her predecessor began 10 years ago.

"But we haven't changed our core values, and our mission to make high quality scholarship available to women," McGuire says.

The bottom line is that the changes have improved the college's financial picture significantly from its severe financial problems of the 1980s.

"The changes have worked," McGuire says. "The majority of the alumnae are very happy with the college and the direction we're taking, and fundraising is not suffering. We're in better shape today than we have been in several decades."

She acknowledged that a few alumnae have quit donating, but said others are giving more.

STAYING TUNED...

100 Wooster Students Protest Losing a Prez

Was it the hint of lesbianism, or something else that drove president-to-be Susanne Woods to withdraw in August, one day before she was to start as

president of the College of Wooster OH?

Protesting at a school convocation, about 100 students held signs and asked for answers.

Earlier, the faculty had passed a resolution affirming to the search committee and board of trustees that the college "does not discriminate on the basis of sexual orientation," according to the *Daily Record*, August 22, 1995.

Judge Rejects Brown U's 'JV' Plan

"See you in court, again," Brown University told its women athletes whose Title IX suit charged the school with gender bias for offering fewer athletic opportunities for women than men.

In March, U.S. District Court Judge Raymond J. Pettine had ruled in the athletes' favor. Last month he rejected the university's plan to balance the number of women and men athletes by creating women's junior varsity teams in basketball, lacrosse, tennis and soccer.

Instead, he ordered the university to promote existing women's club sports of fencing, gymnastics, skiing and water polo to varsity status.

"Counting new women's junior varsity positions as equivalent to men's full varsity positions flagrantly violates the spirit and letter of Title IX," Pettine wrote.

Brown President Vartan Gregorian vows to appeal the ruling to the First Circuit Court of Appeals in Boston, which means there won't be any new women's teams at Brown anytime soon.

Vassar Wins Tenure Bias Appeal, for Now

Between 1966 and 1974, biologist Cynthia Fisher took time off to raise her children, as was the norm in society. In 1980, she took a tenure-track job at Vassar, but failed to get tenure and quit in 1985.

Last May, she won a sex bias lawsuit against Vassar and got her job back, but last month a U.S. District Appeals court supported Vassar.

The court agreed with Vassar's claim that Fisher's statistics showing that no married woman in the hard sciences had ever gotten tenure before her at Vassar were wrong. Defining psychology as a hard science, they found a few tenured women in science.

Judge Dennis Jacobs wrote: "... the likeliest basis for the pretextual findings was that the department members disliked Fisher and lacked respect for her."

Fisher's lawyer vows to appeal to the Supreme Court, according to *The Chronicle of Higher Education* on September 22, 1995. (See *WIHE*, July 1994.)

Harasser Sues Cornell U for \$1.5 Million

Saying his rights have been trampled, popular Cornell University psychology professor James B. Maas has enlisted the Center for Individual Rights to handle his case, suing for \$1.5 million.

In 1994, four former women students reported that he had repeatedly touched, kissed and gifted them inappropriately. The university found him guilty of sexual harassment and froze his salary,

saying he needed approval for taking any new advisees or hiring film crew members.

Maas considers himself the victim of a witch hunt and challenges the university's public political correctness, while the women say his punishment is just a slap on the wrist.

The case offers an inside look at how an Ivy League university tiptoes around, defending its women students from sexual harassment by professors. But today's definition of political correctness calls for a change in decades of behavior that a established, older professor calls "friendly" but today's student's call "sexual harassment."

Info comes from *The Chronicle of Higher Education* on September 8, 1995.

Affirmative Action Update: Boycotts, Berkeley and Business-As-Usual

Now that foes of affirmative action in higher education have laid their cards on the table, a strong backlash is developing.

Using an anti-affirmative action theme as a basis for his campaign for the presidency may cost California Gov. Pete Wilson tourist dollars as well.

Despite the California board of regents voting to end affirmative action practices on its 10 campuses, chancellors from at least three (including the flagship at Berkeley) have said they continue to support it and will conduct business-as-usual. Student groups at campuses around the country have demonstrated to continue affirmative action.

President Clinton reaffirmed his support for the programs, citing social benefit and historic injustice.

Many groups are considering moving their lucrative conferences from California. The nation's largest group of black lawyers, the National Bar Association, voted to move its 1997 conference.

The American Council on Education's national convention is still scheduled for San Diego in February. While ACE leaders continue to strongly support affirmative action, moving a conference of 1,500 six months before it begins is virtually impossible.

Meanwhile, leaders in other states are bowing to pressure to reexamine their policies.

In Wisconsin, the board of regents will look at affirmative action policies in admissions, financial aid, hiring and athletics. Chancellor David Ward said it may be a natural time to review the program, which began in 1987, and it could lead to strengthening rather than dismantling it.

In Michigan, the legislature is considering two proposals on affirmative action. One is an amendment to the state constitution banning preferential treatment, which would require voter approval in 1996.

Meanwhile, affirmative action directors are alive and well on most campuses. One administrator said it may be called "diversity" and it may move from a free-standing office to status of "special assistant to the president" or be folded into the human resources office, but affirmative action will remain.

More Women Than Ever are College Presidents, Faculty & Students

The good news is that the number of women heading U.S. colleges and universities has more than tripled in the last 20 years, from 148 to 453. This comes from a report based on many studies released last month by the American Council on Education's Office of Women in Higher Education.

The number of women faculty members has also increased, and women students receive 54% of all bachelor's and master's degrees, and 38% of all doctorates, all steady increases from previous years.

The bad news is that although women now head 16% of the nearly 3,000 accredited degree-granting schools in the U.S., they still are more likely to head the smaller and private schools, and so affect the lives of fewer students.

In addition, while more women are becoming administrators, they are only very slowly moving up to assume middle and top policy-making roles.

And women faculty are still more likely to have part-time and lower ranking jobs at lower salaries.

For the 1995 ACE report, "Women in Higher Education Today: A Mid-1990s Profile," author Linda Knopp combines data from more than a dozen statistical and analytical sources.

More Women as Presidents

Since 1975, the Office of Women in Higher Education at ACE has kept a running count of the number of women presidents. The total of 453, which is 16% of all schools, represents an all-time high and a steady increase over previous years.

Increase in Women Presidents

Year	# women	% of all presidents
1994-5	453	16 %
1992-3	360	12
1984-5	303	10
1975-6	148	5

"We're encouraged by the increased rate at which women have been assuming presidencies," noted the office's deputy director Judith Touchton. "That steeper trend line in a positive direction is heartening." But, she says, the group remains "concerned about the areas in which less progress has been made," particularly salaries and levels of administration.

Not Just for Women's Colleges Anymore

While women have traditionally been more likely to lead private institutions, especially women's colleges, the 1995 data show that public schools are also hiring women as leaders.

Women Also Lead Public Schools

Year	% of women who head "publics"
1994-5	48%
1984-5	36
1978-9	18
1975-6	11

But women continue to lead more smaller schools, rather than the large universities.

Women Lead Small Schools

Enrollment	% of women who lead them
Fewer than 3,000 students	71 %
3,000 to 10,000 students	22
More than 10,000 students	7
Total	100 %

More Women as Administrators

Many schools have made special efforts to bring women into administration in recent years.

Although women held almost half the administrative positions in external affairs (48%) and student services (47%) during the 1994-1995 academic year, and about a quarter of chief development officers (29%) and chief academic officers (25%), they fared less well elsewhere.

Women held only 35% of administrative jobs with campus-wide responsibilities, and 27% of executive and 13% of chief business officer posts.

Although the data was not controlled for length of time in a job, it indicates that women continue to earn less than their male counterparts.

For example, the 35% of women who are chief admissions officers get lower salaries than their male counterparts at all types of schools, ranging from a disparity of 26% at doctoral institutions to 10% at comprehensives.

Elsewhere in the admissions office, women comprise 57% of the associate directors and 62% of the counselors, presumably poised for promotions to the top spots.

More Women as Faculty

In 1992, more than one-third (36%) of full- and part-time faculty were women, up from 32% in 1987.

Again, with no data control for years since earning a degree or years on the job, it indicates that women are more likely to work part-time and at lower levels. In 1992, 41% of women faculty had part-time posts, compared to 29% of men faculty.

As instructional faculty, women are moving up the ladder, but having started more recently, and being held accountable to a predominantly male standard, their promotions come slower.

Instructional Faculty Rank, 1992 (N=717,334)

Rank	% women	% men
Full professor	18 %	82 %
Associate prof	29	71
Assistant prof	43	57
Instructor	47	53
Lecturer	50	50
Other/not applic.	47	53

With some exceptions, women faculty remain clustered. In nursing 98% of the faculty is women, compared to 56% in education, 23% in the natural sciences and 6% in engineering.

Minority Women as Faculty

Of all faculty in 1992, 32% were white women and 4% women of color, compared to 56% white men and 8% men of color.

Most women faculty members (88%) were white,

while 6% were African-Americans, 3% Hispanics, 3% Asian-Americans and less than 1% American Indians.

Ethnicity & Rank of Women Faculty

Rank	White	Af-Am	Hisp	Asian	Am-Ind
Full prof	12 %	13 %	9 %	8 %	10 %
Assoc. prof	14	17	16	13	14
Asst. prof	20	25	20	29	16
Instructor	38	33	35	33	35
Lecturer	8	5	9	10	14
Other/none	8	7	11	7	11
Total	100 %	100 %	100 %	100 %	100 %

More Women as Students

In 1993, 56% of all undergrads were women, 53% of all grad students and 41% of first-year professional students. Nearly half of the women attend part time, compared to 39% of male students.

Nevertheless, women students are earning more degrees than men students, at all levels except doctorate and professional, and there too, percentage of degrees to women is rising.

Increase in All Degrees to Women

Degree	1984-5	1992-3	% change
Associate	56 %	59 %	+5 %
Bachelor's	51	54	+6
Master's	50	54	+8
Doctorate	34	38	+12
Professional	33	40	+30
All	51	55	+8

In 1993, women continue to earn the highest proportion of degrees in traditionally "women's fields," such as education and health professions, where they still earn three-fourths of all degrees awarded. But increasingly, they are steadily invading the sciences and engineering.

Disciplines of Degrees Earned By Women

Field	1984-5	1992-3	% change
Engr/Rel Technol	11%	13%	+18 %
Physical Sciences	27	31	+15
Biological/Life Sci	47	51	+9
Business	49	49	-
Education	73	77	+5
Health Professions	85	83	-2

More Women Minority Students

While white and Hispanic women earn about half the degrees in business and biological sciences, but fewer in the physical sciences and engineering, minority women move more quickly, both into higher education and into other fields.

Considering African-Americans, almost two-thirds (63%) of those earning degrees are women, who earn more degrees than their male counterparts at all levels. Women earned more than 60% of all the degrees in business and the biological sciences, 54% in the physical sciences and 23% in engineering and related technologies.

For Asian-Americans, one half of all degrees go to women, including a majority at all levels except doctorate and first-year professionals. Women earn 38% of the degrees earned in the physical sciences and 17% in engineering and related technologies.

For American Indians, women earned 59% of the degrees in business, 54% in the biological sciences, 34% in the physical sciences and 17% in engineering and related technologies.

Women Earn Professional Degrees

Overall, women are more likely to be earning professional degrees than ever before, now earning 40% of all first-year professional degrees awarded, an 18% increase over 1985. Women are making gains especially in optometry, dentistry, medicine, veterinary science and pharmacy.

More First-Year Professional Degrees to Women

Field	1984-5	1992-3	% Change
Dentistry	21 %	34 %	+62 %
Medicine	30	38	+27
Law	38	43	+13
Optometry	27	49	+81
Veterinary medicine	48	63	+31
Pharmacy	50	65	+30
All	33	40	+18

Women as Non-Traditional Students

Students over age 24 make up an increasingly large segment of the student body, 42% in 1993. Of this figure, almost three in five (58%) were women.

They include women who never went on to school, dropouts, those returning after rearing children and those whose lives are in transition.

The best predictor of whether an older women student would complete a degree is how strongly she believed that she could get a degree without further interruptions in her education.

Obstacles to women over 25 returning to college are schedule conflicts between classes and job and family responsibilities, the cost of her education, guilt about perceived neglect of family responsibilities, and self-imposed pressure for academic excellence in all areas.

On the other hand, older women students are more goal-oriented and knowledgeable about work requirements than traditional students aged 18-24.

In Conclusion

Women now comprise more than half of today's higher education students. Because almost half the women students are over the age of 24, and more likely to attend part time, administrators and faculty need to reexamine policies. For example, when financial aid is more available to full-time students, the effect is disproportionate on women.

With women making up an increasing share of administrators, faculty and students, it's time to pay more attention to their needs and values.

Close monitoring of the educational experiences and academic needs of students, and the status and rewards of administrators and faculty, can result in an improved educational system for the majority.

For a copy of the 12-page report (Research Brief #5: Women in Higher Education Today: A Mid-90's Profile), send \$10 to American Council on Education, RB Dept. 36, One Dupont Circle NW, Washington DC 20055. Phone (202) 939-9385 or fax (202) 833-4760.

Gender Affects Educational Learning Styles, Researchers Confirm

It's been almost a decade since four women collaborated to produce the classic *Women's Ways of Knowing* (1986) to describe the differences between the sexes in their learning styles.

(In true egalitarian style, the five are listed alphabetically, so Mary Belenky is cited in virtually every article mentioning women and learning in the same sentence, while co-authors Blythe Clinchy, Nancy Goldberger, and Jill Tarule are less known.)

Now four University of New Mexico women published results of a survey asking 72 real people in the real world, (not only 18-year-old college students) about their preferred learning styles.

Marge Philbin, Elizabeth Meier, Sherri Huffman and Patricia Bouverie (listed in *reversed* alphabetical order), of the University of New Mexico college of education, published their results in the April 1995 issue of *Sex Roles*.

They confirmed that there is a "significant difference in learning styles between the genders," and that "traditional educational settings may not be the best learning environment for females."

In fact, the traditional learning style in higher education, based on analyzing abstract information and testing hypotheses, was the style that *fewest* women selected, and *most* males selected.

"Traditional education is directed toward and appeals more to males since it is primarily abstract and reflective," the authors say. "Females learn better in hands-on and practical settings, emphasizing the realm of the affective and doing. Based on their results, females learn best if they are watching and feeling or doing and thinking. Males learn best if they are thinking and watching."

Comments from respondents support the quantitative data. A woman wrote: "I felt like I was talked at; no transfer of knowledge, really, just words without meaning spoken. I never saw much practical application for the words/topics being discussed."

In contrast, men found a greater congruence between their preferred learning styles and formal education. A man wrote: "I believe my learning style of using logical steps to break things down and analyze them helped me in my studies...."

Real People

The 72 non-random sample subjects were researchers' friends, colleagues and acquaintances; 45 were women and 25 men, and two didn't say.

They ranged from 21 to 60 in age; with 23 aged 21 to 30. There were 48 whites, 2 blacks, 16 Hispanics, 5 native Americans and 1 "other."

In educational level, the sample was top heavy with college graduates. Although only two had "some high school" and 18 had "some college," the rest had college degrees, and 41 of the 72 (57%) were enrolled in a class at the time.

Determining Learning Styles

To measure their preferred learning styles, researchers constructed a 12-item scale based on the Kolb Learning Style Inventory (1985), which Belenky and others also used as a basis.

They questioned how people learn and deal with ideas and situations: active experimentation (doing) compared to reflective observation (watching), and concrete experience (feeling) compared to abstract

conceptualization (thinking).

Respondents answered 12 questions on:

- the goal of education for them,
- method of analysis (logical vs. intuitive)
- solitary vs. group learning
- challenge vs. supportive style,
- type of content (impersonal vs. personal)
- issue of concern for self vs. concern for others
- comfort in verbal participation
- behavior in classroom (listen vs. participate)
- learning cooperatively vs. competitively
- best way to analyze (subjective vs. objective)
- did your learning style facilitate your education?
- did your education support your learning style?

In addition, they added a subjective question:

"How did your learning style 'fit' with your educational experience(s)?"

Researchers and Kolb defined respondents as:

- **Accommodators**, who prefer hands-on doing and feeling.
- **Divergers**, who used imagination and brainstorming to feel and watch.
- **Convergers**, who found practical uses for ideas and theories based on doing and thinking.
- **Assimilators**, who used organization and logic to analyze data, test theories and experiment.

Assimilators are best suited to academic careers, conducting research and shaping the academic world, the report said, and their learning style most accurately reflects traditional education.

And more male students are assimilators.

Learning Styles Correlate with Gender

	Female	Male	Total
Accommodators	22 % (10)	20 % (5)	15
Divergers	29 (13)	24 (6)	19
Convergers	29 (13)	24 (6)	19
Assimilators	20 (9)	48 (12)	21
Total	100 %	100 %	70

While more women felt that traditional education *did not fit* their preferred learning style (22%) and more men felt their education *did fit* their learning styles (23%), a rather large "unclear" category (39%) included almost half the women. (Raters were not unanimous in coding their words.)

Speculation

Authors wonder about results with a larger, more representative sample and reworked questions.

They also wonder what if men were forced to learn in a different, more feminine style. Would they object, as some have done in women's studies?

Does lack of congruence in learning styles between the learner and the teaching encourage drop-outs? How could a course accommodate all four learning styles? How would the instructor of such a course be rated? How early do predominant learning styles develop, and do they change over a lifetime?

And last, they ask, "What would happen if formal education would encourage women to listen to their own authentic voices, instead of remolding their voices to fit into formal education?"

If you're looking for dissertation topic, start here. 🐘

Women Philanthropists Support Campus Change

While women on campus can be agents of change in many forms, only recently have women graduates begun to shape the future of higher education from outside the academy.

The "siege of change, competition and criticism" brought upon higher education, colleges and universities is forcing them to respond to calls for greater relevance, greater value and lower costs, notes Bonnie McKenzie, vice president for College Advancement at Keuka College NY.

Writing in *Women's Philanthropy*, she wonders how change will affect educational equity for women, access to higher education, and the future of the liberal arts. Will only the affluent be able to afford higher education? Will the liberal arts fade away as professionalism takes center stage?

Women acting as philanthropists can be a part of the conversation. By committing their efforts as fundraisers for their colleges, they get the added benefits of leverage in the debate.

But only if they get the chance.

Women, the New Philanthropists

"Women own 60% of the wealth in the United States," says Martha Taylor, director of the National Foundation of Women as Philanthropists, and VP of the University of Wisconsin Foundation. "Our institutions are turning away 60% of the money by not paying attention to women."

The reality is that most schools don't seriously look on women as sources of funding, although 43% of foundation heads themselves are women.

Taylor and Sondra Shaw, assistant VP for external affairs at Western Michigan University Foundation, researched the reasons for the exclusion of women as donor prospects. Their data and ideas for change are in *Reinventing Fundraising: Realizing the Potential of Women's Philanthropy* (Jossey-Bass: 1995).

In 1993, they founded The National Network on Women as Philanthropists, to encourage women as philanthropists and help development officers in cultivating women prospects.

The Male Model of Development

In the past, there was only one way to get donations for higher education: tap the good ol' boys (male alumni), notes Andrea Kaminsky, associate director for the network.

Tried-and-true tactics included appealing to his school loyalty and his competitive instincts to give more than his old school buddies, and using peer pressure to shame him into donating. The ultimate tactic was to seduce him with visions of public recognition: A building named for him, appealing to his "edifice complex."

As Judy Rayback, research coordinator for university development at Penn State University notes, "Men respond to the rah-rah stuff!"

Try Women, For a Change

This was the status quo in the development field

Women's Major Gifts to Schools

- Johnnie Cordell Breed gave \$2 million to Columbia College SC. Her first gift kicked off the college's campaign to build a leadership center for women, which opened in 1993 bearing her name. A second gift updated campus technology to provide access to the Internet.
- Christina Hixson, sole trustee of the Lied Foundation Trust, gave \$5 million to Iowa State University, the largest single cash gift in one year to an Iowa public university. It will fund the Christina Hixson Opportunity Awards: \$2,500 annual scholarships for 100 Iowa students who might not otherwise be able to attend ISU.
- Emma Sadler Moss gave \$386,456 to the Mississippi University for Women, where she graduated in 1919, establishing the Emma Sadler Moss Professorship in the Sciences. A pioneer of women in medicine, she earned a medical degree from Louisiana State University School of Medicine, which has honored her with an annual lectureship since 1968.

in higher education when Taylor entered it.

In a senior development position after many years of experience, she wondered why the status quo *still* excluded women. She and Shaw found that women didn't give, despite being financially capable.

They also discovered, not coincidentally, that the traditionally female-dominated disciplines, such as the liberal arts, education, social work and nursing, were continually underfunded.

Why Women Don't Give

From development officers across the country, they discovered many "reasons" why women give less, especially older women.

The woman who never had a career is often hesitant to spend what she views as her husband's hard-earned money on issues and causes that she believes in. Traditionally, she has been much more likely to give to the programs and institutions that her husband supported, even after his death.

She also wasn't clear on her financial situation, and perceived her financial future as uncertain.

Taylor and Shaw created focus groups of women who were able to give substantial amounts of money. There they explored general attitudes toward philanthropy, and the women's experiences with both college and community charities.

What Taylor and Shaw discovered is changing the face of fundraising in higher education. As Taylor points out, "It shouldn't have taken so long." Fundraisers at women's colleges have long known that women have different motivations for giving.

Why Women Do Give

From focus groups and individual interviews, they learned that women's motivations and their culture of giving differ from men's. They describe what they call the "Six C's of Women's Giving:"

1. Women give because they want to see change;
2. Women enjoy using their experience and

expertise to create a new future.

3. Women want to be **connected** to the cause or institution. Their giving is just the beginning of a relationship that can be intensified by an increasing commitment to give and to volunteer.

4. Women see their role as donors as an extension of their **commitment** to an institution or cause.

5. Women prefer **collaborative** work in solving problems.

6. Women enjoy the opportunity to **celebrate** that comes as part of the solution: "Giving money is fun

when you can make things happen with it."

Leading women in development like Taylor, Shaw and others encourage women to use their philanthropic dollars to shape the future of society. At the same time, they share information with others about the motivations, attitudes and experiences of their women donors and prospects.

It's about time. ■

- DJ

Contact the National Network of Women as Philanthropists at (608) 262-1962.

Developing a Gender-Sensitive Fundraising Program

Want to assure that your school is giving its alumnae a chance to become active players? You'll need to make a major commitment to involve more women, develop female leaders and role models, increase the number of women donors and volunteer fundraisers and set the foundation for developing a major program.

Martha Taylor and Sondra Shaw, authors of *Reinventing Fundraising: Realizing the Potential of Women's Philanthropy* and co-directors of the National Network on Women as Philanthropists, suggest:

1. **Quantify women's giving over the past five years.** You'll be surprised by how much women are already giving with out any special programs or expectations. For your annual appeal or capital campaign, run the numbers:

- * total number of students or members, by sex;
- * total number of living alumni, by sex;
- * total number of gifts, by sex;
- * total gift dollars, by sex;
- * level of giving, by sex;
- * percent of women prospects tracked on the system.

2. **Review donor acknowledgment.** Fundraisers need to pay close attention to records and make sure they know which partner in a marriage is the constituent, who was actually solicited, who made the donation, and how that donor wishes to be acknowledged. Many women favor being listed in their husband's name, but others prefer to use their own. It's better to ask their preference than to guess.

3. **Examine your record-keeping methods and gift coding.** Is your computer system gender-friendly? Can you credit spouses individually, as well as by couples? UCLA lets the donor determine the credit for each gift by using reply cards that ask how donors want their contributions acknowledged.

4. **Review your standard operating procedures.** When you set up a call with a male prospect who is married, do you ask if his wife will be there also?

A meeting at the husband's office may be hard for her to attend if she works elsewhere or if the family lives some distance away. Suggest meeting someplace in between or at their home in the evening. This helps establish a relationship with *both* partners.

5. **Research and publicize several large gifts women have made to your organization.** Your recognizing women's past and current contributions not only gives women a sense of pride for having

made a difference in an organization, but also provides examples for today's generation of potential philanthropists who are women.

6. **Examine your boards and campaign leadership, and how they recruit members.** Women prospects look carefully at board composition as an indication of an institution's commitment to gender equity. If they find the odds are disproportionate, they may decide against a major gift.

If your board is male-dominated, look at how members are recruited. Do they generally come from a few organizations, such as downtown or professional clubs, which themselves have few female members?

7. **Call on women and ask them to give.** A colleague of Shaw and Taylor questions whether men and women should be approached for gifts differently. Even so, she has targeted women for 50% of her calls. If all development people did just that, it would make a big difference.

8. **Apply women's style of communication when calling on women.** The standard fundraising call was designed by men to be used with other men. Techniques that help put women at ease will boost your chances of success:

- * Build rapport, establish a connection by personalizing the call.
- * Be a good listener, maintain eye contact.
- * Don't try to use peer pressure to get her to commit a gift.
- * Continue the connection and provide accountability, especially *after* the close.

By examining how your development office operates and how women have responded philanthropically, you can get a good idea of how your female donors and prospects view your organization. You might even do a formal survey.

With more competition for every philanthropic dollar, no organization can afford to overlook women donors or, worse, drive them away. Train all development staff on how to communicate effectively with both women and men.

Raising gender sensitivity will attract more women donors, who will appreciate your valuing their opinions and participation. In a world of male-dominated institutions, yours will stand out for its enlightened views and loyal women supporters. ■

- DJ

WHAT SHOULD SHE DO?

Last month's true scenario featured a woman student services administrator who earned less, and did more, than her male counterparts. Yet the human resources department and president denied her claims, and others told her to file a complaint or sue. With eight years left until retirement, she's undecided.

Try Mediation

The scenario appears to me to be an ideal situation for mediation, perhaps the only chance for a win-win resolution. Prior to pursuing legal action, I would suggest that Brandy look into the availability of mediation services in her community.

(Mediators are trained to help the parties identify some of the underlying issues involved in a conflict. Once all the issues are on the table, mediators can assist the parties to draw up an agreement that is attractive to all. In Brandy's case, if mediation is not successful, she can always litigate.)

Some campuses, like my own, offer mediation services. If her campus does not offer this option for conflict resolution, I would direct her to the Better Business Bureau, which in some states offers a Community Dispute Resolution Outreach Office.

*Patricia A. Rissmeyer, Dean of Students
Canisius College NY*

Transfer or File a Grievance

Is State Tech part of a state system? (i.e., would retirement benefits transfer?) If so, I'd start considering another position in another part of the system. Also, possibly seeking resolution at the system level.

Is there a grievance procedure in place? If she filed a written grievance after having exhausted all the informal channels, she's protecting herself against retaliation by documenting it, and continuing to be assertive while being reasonable at the same time. If there isn't a grievance procedure, why not file one (put it in writing) anyway?

*Judi Roller, Associate Dean, College of Arts & Sciences,
University of Hawaii*

Stand Up for Yourself!

There comes a time in our careers when we've gotten too laid back and comfortable. (See page 10 of the September 1995 issue: "Sometimes ... it takes risk and courage...") It's clear State Tech is full of patriarchy who continually take advantage of women on campus.

At least two professionals have advised you to take the plunge, you've got a good case, go for it. How can you look at yourself in the mirror, and fail to take action to protect yourself and others? How much more can they dump on you before they break you? Do you think they'll quit now?

Do you really deserve a sentence of eight more years of being taken advantage of? What if you wake up one day, wondering "What if I had stood up for what I believe in?" This may be your last chance to stand up for yourself and others. Would you advise your daughter to shut up and go along? What kind of an example are you setting for her and other women? You have a golden opportunity. Do it!

Mary Dee Wenniger, Editor and Publisher, WIHE

Opportunities for Women on Campus

Institutes and Workshops

21st Summer Institute for Women in Higher Education (HERS) June 23-July 19, 1996, with Cynthia Secor

This residential summer program at Bryn Mawr PA offers women administrators and faculty intensive training in education administration.

The program focuses on building management skills and understanding of the academic, external and institutional environment, along with professional development. Schools nominate and at least partially finance those who attend.

For more info and application, call Betsy Metzger at HERS Mid-America (303) 871-6866.

National Institute for Leadership Development

Lead by Carolyn Desjardins

- **Women's Leadership Development**

Four six-day intensives for women educators

Phoenix AZ February 3-9, 1996

New Orleans LA March 2-8, 1996

Hartford CT May 11-17, 1996

San Diego CA June 1-7, 1996

Applications are due November 24, 1995

- **Gender Based Team Building**

One or two-day intensive workshops on your campus, or a three-day national one in spring

- **Leaders for Change "Next Step"** March 28-April 1

Four-day workshop for women VPs & deans, plus 5th day for CEO aspirants. Apply by Feb. 15

- **Kaleidoscope** November 30-December 4, 1995

For women of color; Apply by October 10, 1995

For details and applications, call NILD at (602) 285-7494 or fax (602) 285-7599.

Fellowships/Postdoctorates

ACE Fellows Program 1996-1997

The American Council on Education program especially encourages applications from women, minorities and community college candidates. Fellows spend a full academic year in a mentor/intern relationship with a college or university president or other senior administrator.

Candidates need five years of experience as college faculty or administrator, and nomination by their school's president, who agrees to pay their salary and benefits during the fellowship year.

Application deadline is November 1. For details and application, contact ACE at (202) 939-9412.

Lilly Fellows Postdoctoral Program 1996-1998

This program offers three postdoctorates at Valparaiso University to prepare young scholars in the humanities and arts for careers in church-related higher education.

Fellows will teach, conduct research and interact with others in a 45-school network of church-related schools. Appointments are for two years and stipends are for \$30,000 each year plus benefits.

Contact Arlin Meyer, program director, at Valparaiso University (219) 464-5317 or fax (219) 464-5159.

Breaking Anonymity: The Chilly Climate for Women Faculty

The sad fact about this new book about Canadian women faculty is that although many of its events took place in the late 1980s, the book is *not* out of date. The stories of exclusion, isolation and marginalization of female faculty still ring true, for American as well as Canadian women. In Canada, it is making waves across the continent.

Edited by the "Chilly Collective" — 27 women Canadian academics — the book documents the chilly climate in Canadian academe, particularly at the University of Western Ontario, as written by several women and one man from different universities, over an eight-year period.

The title refers to this new volume being a follow-up to the "Chilly Climate Report," a 1989 version that described the inhospitable climate based on a study of female faculty at Western. Those faculty who had been interviewed all declined to be named, fearing reprisal or loss of their academic futures.

Male critics protested that they couldn't rightly respond to their anonymous complaints. One male administrator said, "It's almost a Joe McCarthy type of research," and the Canadian media agreed.

Perception: Women Threaten Power Structure

After the initial round of publicity, the 1989 report's authors opted to speak to their critics privately rather than publicly. So the public perception of the group was "of a bunch of women who had gone off the rails and were threatening the power structure," according to a recent review of *Breaking Anonymity*, in the August-September issue of *University Affairs*, published by the Association of Universities and Colleges of Canada.

In 1995, the names — as well as the voices — of women academics come through loud and strong and proud in *Breaking Anonymity*.

Part of this book's strength comes from the voice of Patricia A. Monture-Okanee, a Mohawk woman and law professor, who wrote the introduction and another chapter. Her contributions add great depth, and provide a sense of place and a definition of the reality experienced by women faculty members. Trust me, hers is *not* the definition of reality by which most white male professors live.

Perception: "Too Many Beads and Feathers"

Like the other contributors, Monture-Okanee takes the personal approach. She cites specific examples, such as the male student who thought she wore too many beads and feathers to class, and describes the awesome responsibility she feels to be not merely a good but an *outstanding* professor.

In chapter eight, Monture-Okanee fully undresses her fears, revealing the sometimes bizarre statements that well-intentioned men have made to her, and

laying open her pain.

For example, she describes attending a conference on racism, where the participants had argued whether the "conference was too experiential." This was after Monture-Okanee had expressed her agony in discussing the murder of a 67-year-old black woman.

Perception: We Can Turn Off Other People's Pain

A male conference participant said, "The pain of minority people is like television: we can turn it on and off as we want to."

In the book, she responds:

"You, as a white man ... stand there and tell me that I do not know, I do not understand — because I feel, I cannot know?"

She explains the value of her pain:

"My pain is all I have got some days. Do not take it away from me ... If we cannot understand this pain that women ... go through, we are never going to understand anything. All that mega-theory will not get us anywhere because without that understanding, mega-theory does not mean anything, does not reflect reality, does not reflect people's experience."

Truth is, it's not the statistics, case studies, appendices or detailed notes that make *Breaking Anonymity* an impressive book. Yet they are all there. Even the most scholarly researcher will find nothing but accurate reporting and logical analysis.

Perception: Don't Rock the Boat

The strength of this book is in the personal stories of the women — and one man — who decided it was better to speak out than to not rock the boat. Their clear voices teach the reader more than the statistics alone ever could.

Among the book's other contributors:

- Sheila McIntyre, who tells the story behind the story of the memo she circulated in 1986, chronicling her first year of teaching in the law school at Queen's University in Kingston, where she experienced a very unfriendly atmosphere.

- Claire Young and Diana Majury contribute essays describing how "the assumption of heterosexuality" in much of women's research can work to further marginalize lesbians.

- Bruce Feldthusen analyzes how men create and sustain chilly climates and tries to make sense of male responses to female calls for equitable treatment.

Telling their stories seems to have strengthened the writers as well as their readers. In the conclusion, Alison Wylie writes that it's now more important than ever to discuss chilly workplace climates "because everyone loses when these [climates] marginalize ... people who might otherwise be making significant contributions."

Clearly, *Breaking Anonymity* is a significant contribution. ■

—DG

Published by Wilfrid Laurier University Press, Waterloo, Ontario, Canada N2L3C5. (390 pages, \$24.95 paperback). All royalties go to a fund for research and activism on chilly climate issues in universities.

Why Seek a Degree? Women Focus Internally, Men Drift

A researcher has documented an historic ideological shift: women students seeing their own potential for academic success, indicating they are moving away from being self-effacing caregivers toward being self-directed achievers.

Barbara J. Bank, University of Missouri-Columbia researcher, surveyed 257 undergrads at a major state university as first-year students in 1985 and again in 1989. Most were aged 18 at the first encounter, and 69% were women.

When asked "Why are you seeking a degree?" with 21 answers to chose from, students gave four main factors: personal satisfaction, instrumental to career success, social influences, and "academic drift."

Women attached more importance to personal reasons than men did, while men's answers fit more into the "academic drift" category. It included answers like "couldn't think of anything else to do" and "easier to finish than not to" and "lack of planning."

In addition to being less likely to explain their decision to seek a degree on luck, accidents, lack of planning or academic drift, women had higher performance levels, as measured by their GPA and academic progress toward a degree.

Bank found no differences between the sexes in expectations and perceived value of the degree. She found that women prized a degree just as much as men, and were just as career-oriented.

— *Sex Roles*, April 1995.

When Women Advise Women Doctoral Students...

Warning: When you choose a woman as a doctoral advisor, all sorts of stereotypes and historic baggage come along.

Kathleen Heinrich, an adjunct nursing professor at the University of Hartford, interviewed 22 women

doctoral students on their relationships with committee advisors.

All were doctoral candidates in education between 1984 and 1987 at a public East Coast university. Most were aged 35 to 45, Caucasian, married with children, living in a suburban middle-class neighborhood and working full time while pursuing a degree.

She interviewed the women, then studied the transcripts for the emergent themes:

- Some told of unconsciously transferring, for better or worse, certain aspects of their earliest relationships with mothering figures to their advisors.
- Some spoke warmly of the professional friendships they developed.
- Some yearned for their advisors to assume mentoring roles, and spoke of deep disappointment when it did not happen.
- Others told chilling stories of silent betrayal, as their ineffective advisors stood by while the women students floundered and fell by the wayside, victims of bureaucracy or of associate male advisors.

Because advising relationships have an unequal balance of power, they mimic the hierarchical model that many women seek to ignore.

Two kinds of power relationships existed. "Power with," means advisors help their students develop a professional sense of self.

"Power over" relationships are constricting and the student loses a professional sense of self. Advisors are iron maidens who are solely task-oriented and insensitive to interpersonal dimensions.

Students maintain harmony in this situation only by playing the role of handmaidens and betray themselves by remaining silent while their advisors abuse their power.

It's a cautionary tale, worthy of reflection.

— *Journal of Higher Education*, July / August, 1995.

Women Science Majors: Who Persists After Graduation?

Descriptions of a "leaky pipeline," in which women students drip out of science at every juncture from junior high on, fail to consider what happens to women after they get a degree in science.

This study of 547 science and math majors graduating from a leading women's college between 1983 and 1991 shows various factors differentiate those who *stayed* in science, those who *changed* to a non-scientific pathway in grad school or early in their careers, and those who *left* science within a few months of graduation.

No differences in self-esteem, grades in science classes or perceived self-confidence separated the three groups. All three attributed their success to ability rather than external factors, perhaps because an all woman's college both selects and fosters that attitude.

Compared to those who left or changed out of science, a woman who persisted in a scientific career years later was more likely to have:

- a major in chemistry or computer science, compared to math or other sciences,
- career advice to stay in science from both her advisor and other faculty,
- a close mentoring relationship in college,
- undergraduate research experiences outside the classroom,
- lots of encouragement from *both* parents, but especially her mother, to pursue a career in science,
- taken a lot of science courses (20) compared to fewer (10),
- belief that her current occupation in science was not compatible with family life, but also unlikely to have had her career affected by family needs so far,
- plans to be working full time in 10 years
- graduated in 1983-4 or 1990-1, rather than during the 1985-89 boom economy years when a wider array of attractive job opportunities was available.

— *Journal of Higher Education*, July / August 1995.

CAREER CONNECTIONS

Reach 10,000 women in higher education for only \$230. Call Mary Zenke at (608) 251-3232 by the 20th.

THE COLLEGE OF WOOSTER

PRESIDENT

The College of Wooster, a selective liberal arts college known for excellence in undergraduate teaching and curricular innovation, announces a search for the next President of the College.

The Presidential Search Committee is seeking a successor to Henry J. Copeland, the college's ninth President, who provided distinguished leadership for eighteen years. The Search Committee solicits nominations and expressions of interest in this exceptional leadership opportunity.

The Search Committee is especially interested in candidates with significant academic and administrative experience. An earned doctorate or its equivalent is preferred. A record of distinguished leadership in higher education and/or other professional fields is essential. The Search Committee seeks evidence of the ability to articulate and champion the mission, aspirations, needs and achievements of the liberal arts college to a wide range of internal and external audiences. Demonstrated excellence in teaching and scholarship is highly desirable.

The search will remain open until the position is filled. Because the Search Committee will begin screening candidates in early November, nominations and expressions of interest should be submitted well before then to:

John C. Dowd, Chair
Presidential Search Committee
The College of Wooster
Wooster, OH 44691

All inquiries, nominations and applications will be held in strictest confidence. The College of Wooster is an equal opportunity, affirmative action employer. It actively seeks and encourages nominations of, and expressions of interest from women and members of under-represented populations, and members of these groups are invited to identify themselves if they wish to do so.



President

The Board of Trustees of the University of Massachusetts invites nominations and expressions of interest for the Presidency.

The President is the chief executive officer of the five campuses which include Amherst, Boston, Dartmouth, Lowell and the medical center in Worcester. Each campus is led by a Chancellor who reports to the President. Massachusetts is a worldwide center for higher education and the President will assume a leadership position in a state that is rich with history, tradition, and respect for higher learning. The Boston area, where the President's office is located, is one of the most culturally attractive urban areas in the United States.

The Board of Trustees seeks a person with proven executive leadership skills, who can bring together the diverse elements of this large institution to work toward common goals. Candidates should have demonstrated leadership capabilities in education, business and/or public service, the ability to articulate the vision of an organization to a variety of constituencies, a commitment to excellence in teaching, research and service, and an understanding of the social, economic and community issues facing the University. The President must be a person of high integrity, who understands and embraces the value of public higher education with a demonstrated ability to motivate, manage, and lead.

Although the position will remain open until the Search Committee reports finalists to the Board of Trustees, nominations and expressions of interest received by October 12, 1995 are best assured of receiving full consideration. Such submissions should be directed to:

Peter K. Lewenberg, Chair
Presidential Search Committee
University of Massachusetts
10 Tremont Street, 4th Floor
Boston, MA 02108

Additional information about the position can be accessed through the internet at <http://www.umassp.edu>.

The Board and the Search Committee are being assisted in this search by the A.T. Kearney Education Practice, and interested parties also may contact John D. Phillips, Managing Director, or Lesley A. Boyd, Research Associate, about this search, by telephone at 703/739-4626, by facsimile at 703/518-1782, or by e-mail at edarchlab@aol.com.

The University of Massachusetts is an equal opportunity, affirmative action employer. It actively seeks and encourages nominations of, and expressions of interest from, women and members of under-represented populations.

FRAMINGHAM STATE COLLEGE PRESIDENT

The Framingham State College Board of Trustees invites applications for the position of President to succeed Paul Weller who is retiring after many years of distinguished service.

An Acting President, who is not a candidate for the permanent position, will begin serving on December 31, 1995, and will serve until a President is appointed.

Candidates should possess the following qualifications:

- An earned doctorate (including, but not limited to a Ph.D., J.D. or Ed.D.) or other academic credentials sufficient to warrant consideration for appointment to the chief executive position at a state college.
- Proven administrative experience in a senior management position in higher education or substantial experience in a senior management position in a field outside higher education, where such experience is deemed relevant to, and provides a basis for judging the candidate's capability to serve as college president.
- An appreciation for the role of faculty, staff, and students in college governance and in a state system of higher education.
- The ability to work effectively in a collective bargaining environment and in a state system of higher education.
- The capability to articulate the mission and needs of the college to external constituencies, and to provide direction in the pursuit of the institution's goals with particular emphasis in the areas of planning and implementation of mission/goals; academic leadership; administrative management; external relations, including legislative and political interactions; and fundraising.

Founded in 1839, Framingham State College is a comprehensive public institution offering high quality arts and sciences and professional programs serving about 5,500 full- and part-time students in its undergraduate, graduate,

and Continuing Education programs. The College offers 28 majors at the baccalaureate level and awards the Master's degree in 17 different fields. The budget for fiscal year 1996 is approximately \$30 million. Framingham is one of nine State Colleges in the 29 campus system of Public Higher Education.

The President is the Chief Executive Officer of the campus and is responsible to the Board of Trustees. The President is also responsible for collaborative efforts with the State System Higher Education Coordinating Council and its Chancellor.

Framingham is a town of 65,000 people and is the second largest retail center in New England. It is the core of a region that is the high-tech capital of Massachusetts. Located in a historic region twenty miles west of Boston, Framingham offers a suburban atmosphere with a cosmopolitan flavor.

There is competitive compensation and attractive fringe benefits for the President's position, which should be filled by July, 1996.

Send nominations and applications by December 31, 1995 to: Ralph T. Lepore, III, Esq., Chair, Presidential Search Committee, Framingham State College, 100 State Street, Framingham, MA 01701.

The Committee will begin to review applications in early December, 1995. The deadline for all applications is December 31, 1995.

 Framingham State College

Framingham State College is an Affirmative Action, Equal Opportunity employer and encourages applications from women and minorities, and all other under-represented groups.

PRESIDENT College of Saint Benedict

St. Joseph, Minnesota

Sister Colman O'Connell, OSB, of the College of Saint Benedict has announced her plan to retire at the end of the 1995-96 academic year. We are therefore opening the search for her successor. The College of Saint Benedict was founded in 1913, enrolls 1,750 women students, and enjoys a strong coordinate relationship with St. John's University (and its 1,650 undergraduate men students) in nearby Collegeville. These two Benedictine colleges, each with a distinguished history of educational leadership and service, have developed a partnership that greatly expands their educational impact. Students enjoy the facilities and offerings of both colleges; faculty and staff work closely together, and there are a number of joint appointments; the governing boards of both colleges work respectfully and in full trust with each other. This arrangement, unique in American higher education, requires special leadership talents, among which is the ability to collaborate with a Presidential peer at Saint John's.

The College of Saint Benedict and its coordinate partner offer a strong array of programs. Graduates' achievements, as well as recognition and support from national foundations, are evidence of ongoing excellence within a culture of innovation. St. Joseph is just west of St. Cloud, Minnesota, and an hour northwest of Minneapolis.

Nominations and inquiries may be sent to Susan Mundale, Chair, Presidential Search Committee, P.O. Box 670, St. Joseph, MN 56374. The Search Committee expects to complete the initial screening in November. The Committee will need a letter, C.V., and list of (not letters from) at least five references. We will communicate directly with persons suggested by others to invite them to send these materials.

The College of Saint Benedict is an equal opportunity employer.



PRESIDENT

The Board of Trustees of Macalester College announces a search for the College's next president, to succeed Robert M. Gavin, Jr., who has served as president since 1984. The appointment will be effective August 1, 1996.

Founded in 1874, Macalester College is a highly selective, residential liberal arts college. Its 1740 students represent 50 states and 83 countries. Approximately 10% of the student body are foreign nationals, reflecting the College's longstanding international character, and 16% of U.S. students are persons of color. Almost 10% of students are National Merit Scholars, and, since 1960, seven have been Rhodes Scholars and over 60 have received Fulbright awards. The College's 146 full-time faculty is internationally diverse and 14% are members of minority groups. Twenty-five academic departments offer 33 majors, including several interdisciplinary programs. Its current operating budget is \$52.1 million and the market value of its endowment is approximately \$500 million.

Macalester's financial strength has enabled it to develop a strategic plan that calls for increases in the number of faculty, and other selective initiatives to strengthen its commitment to academic excellence, service, international, and multicultural education.

The Trustees and the Presidential Search Committee seek a president whose life and career exemplify the value of a liberal arts education and whose academic and administrative record indicate the leadership and management abilities to build upon Macalester's gains of the recent past and realize its potential as a preeminent liberal arts college.

The search will remain open until the position is filled. Because the Search Committee will begin screening candidates in mid-October, nominations and expressions of interest should be submitted well before then to:

Janet R. Nelson, Chair
Presidential Search Committee
MACALESTER COLLEGE
P.O. Box 8228
St. Paul, MN 55108

Macalester College is an equal opportunity,
affirmative action employer.



Vice President for Institutional Advancement

COASTAL CAROLINA UNIVERSITY is a public, predominantly undergraduate liberal arts institution with more than 4,500 students and 200 faculty, and is located 10 miles from Myrtle Beach, South Carolina.

The Vice President for Institutional Advancement is responsible for the organization and implementation of a comprehensive advancement program in support of the academic programs of the University. With the President, the Vice President will play a role in formulating institutional priorities and the strategies to achieve the vision of the University.

The successful candidate must demonstrate a successful record of resource development and acquisition, managerial prowess, and an abiding sense of humor.

The Vice President will:

- Develop and execute a comprehensive program of resource development for the University, including individual, foundation and corporate fund raising; alumni relations; major grants; and capital campaigns;
- Identify and solicit local, regional and national sources of institutional support as part of a result-driven strategy;
- Serve as the University liaison to Coastal Educational Foundation, Inc., which serves to secure local resources for scholarships and for meeting student, faculty and staff needs not supported by state allocations; and
- With the President, communicate institutional priorities with campus faculty and staff.

Letters of nomination or application and requests for more information, should be sent to:

Office of the President
Coastal Carolina University
P.O. Box 1954
Conway, SC 29526

Applications should include a comprehensive resume and the names, addresses, and telephone numbers of at least five (5) references. Coastal Carolina University is an affirmative action, equal opportunity employer. Women and minorities are encouraged to apply. The search committee will begin screening and evaluating applications immediately. It is anticipated that the position will be filled by February 1, 1996.

ILLINOIS COLLEGE VICE PRESIDENT FOR BUSINESS AFFAIRS

Illinois College seeks applications and nominations for the position of Vice President for Business Affairs. Reporting to the President and serving also as Assistant Treasurer of the Board of Trustees, the Vice President provides leadership for the accounting, investment, business, administrative computing, human resources, physical plant, and security operations of the College.

Founded in 1829, Illinois College is a Liberal Arts I College in the Carnegie classification and hosts a chapter of Phi Beta Kappa. The College is related to both the Presbyterian and U.C.C. Churches. Enrollment is 950; the annual operating budget is \$14 million; we have completed our 39th consecutive year of balanced budgets; the current market value of the endowment is \$52 million, and the College has no debt, either long- or short-term. Since the fall of 1993 we have opened two residence halls (combined capacity 140 students) and a 30,000 sq. ft. academic building.

The College is located in Jacksonville, a city of 25,000 that is home to four Fortune 500 companies, another liberal arts college, and the Illinois schools for the visually- and hearing-impaired. St. Louis is 80 miles away, Chicago 230.

Closing date for applications is October 13, 1995. A search committee comprising members of the Board, faculty, students, and administration will screen candidates with a view to conducting on-campus interviews in December. Position available in June, 1996 or earlier if mutually agreeable.

Qualifications include a bachelor's degree (preference to MBA and/or CPA), successful experience in managing the operational areas listed above, and an understanding of small, church-related liberal arts colleges.

Applicants should submit letter, résumé, and names and telephone numbers of three references to:

Search Committee
Office of the President
Illinois College
1101 West College Avenue
Jacksonville, IL 62650

ASSISTANT VICE PRESIDENT AND CHIEF BUSINESS OFFICER UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN CAMPUS

Applications and nominations are invited for the position of Assistant Vice President for Business and Finance.

The University of Illinois at Urbana-Champaign is a land-grant institution serving 35,000 students in a variety of academic programs through the doctorate level. Its annual operating budget is over \$900 million.

The Assistant Vice President is the Chief Business Officer for the Urbana-Champaign campus reporting to a corporate University officer and the campus Chancellor. This position has organizational responsibility for a full range of business functions, including financial management and budget control, contracts and grants administration, management of general accounting, procurement, billings and collections, and financial systems development. The Assistant Vice President develops, interprets, and implements financial and business policies and practices to serve campus programs, and to improve effective control and accountability for University assets. The Assistant Vice President works closely with the Chancellor, senior campus administrators, and other internal and external constituencies to support academic objectives by providing business services.

A graduate degree is highly preferred; a four-year college degree in business, finance, or a related field is required. The candidate should also have at least ten years of management level experience in a large, complex organization. Professional experience at a major research university is preferred. Preference will be given to candidates with a record of effective work as a leader, with proven management skills, demonstrated knowledge of current business practices, and capacity for financial analysis and planning.

Salary: Negotiable. Appointment date: January, 1996.

To assure full consideration, a letter of application or nomination, and a current résumé, including the names and phone numbers of three references, should be forwarded by October 18, 1995 to:

David W. Snyder
University of Illinois
346 Henry Administration Building
506 South Wright Street
Urbana, Illinois 61801
(217) 333-2497

The University of Illinois is an Affirmative Action, Equal Opportunity Employer

DEAN COLLEGE OF GENERAL STUDIES



University of Pittsburgh Pittsburgh, Pennsylvania

The University of Pittsburgh invites applications and nominations for the position of Dean of the College of General Studies.

The University of Pittsburgh was founded in 1787 and enrolls more than 32,000 students on five campuses, in more than 400 separate degree programs. The University's main campus is located in Oakland, the cultural and medical center of Pittsburgh, and is less than an hour's commuting distance from any of the city's metropolitan areas.

The University of Pittsburgh shares the traditional missions of teaching, research, and public service, reaching across the spectrum of human concerns. The University is defined by its commitment to academic excellence, its specialized programs, and the unique array of scholarly interest and talents represented among its schools, campuses, institutes, and centers.

The College of General Studies is located on the main campus and enrolls approximately 3,800 students. CGS plays a significant role in extending educational opportunities to primarily non-traditional students. The college provides undergraduate degree programs in the areas of arts and sciences, administration of justice, business, accounting, legal studies, and health services; degree-related and non-degree certificate programs and informal programs. Because the College of General Studies is an integral part of the University of Pittsburgh, drawing its teaching staff from the Faculty of Arts and Sciences and several of the professional schools, its students are provided with an education of high quality.

Candidates must possess an earned doctorate and should have extensive administrative experience and demonstrated managerial skills. Candidates should have a strong commitment to teaching and continuing education and an interest in fostering alumni relations and affirmative action for both staff and students. In addition to these qualifications, candidates must demonstrate leadership, initiative, creativity, and a strong presence. Candidates are sought who will put forth fresh new ideas in order to initiate change in a dynamic, forward-moving environment.

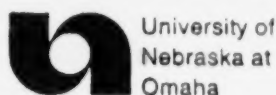
Salary is competitive and negotiable. Credentials for a tenured faculty appointment are not required, but tenure can be considered if the candidate has the appropriate credentials.

Interested applications are encouraged to apply as early as possible. Consideration will begin immediately and will continue until the position is filled. The probable starting date for this position is set for July 1, 1996. Applications and nominations should be sent to:

Dr. Jack Daniel, Chair
CGS Dean Search Committee
801 Cathedral of Learning
University of Pittsburgh
Pittsburgh, PA 15260

The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer.

**Women and minority group members
are invited and encouraged to apply.**



**DEAN
COLLEGE OF
BUSINESS ADMINISTRATION**

UNO is the major metropolitan university of the University of Nebraska. Located in the heart of Nebraska's largest city, UNO is situated on 88.5 acres and surrounded by beautiful parks and residential areas. With over 100 undergraduate and 60 graduate majors, the UNO faculty number more than 400. Student enrollment is more than 15,000. UNO is accredited by the North Central Association at the doctoral level.

The College of Business Administration has 64 full-time faculty organized into seven academic departments: Accounting, Economics, Finance and Banking, Information Systems and Quantitative Analysis, Law and Society, Management and Marketing. The AACSB-accredited College serves some 3,000 students with BSBA, MBA, Executive MBA, Masters of Professional Accounting, MS and MA in Economics, and MS in MIS degree programs. The mission of the College includes significant activity in research and service, supported by the faculty of the College, the Nebraska Business Development Center (NBDC) and the Center for Management of Information Technology (CMIT). The College is housed in an excellent five-story, 20,412 net square foot facility on campus, while the NBDC and CMIT occupy space in the University's downtown Peter Kiewit Conference Center.

The Dean of the College is the principal academic and administrative officer of the College and has overall leadership responsibility for the teaching, research, and service functions of the College. The Dean is expected to interact effectively with leaders of the highly supportive business community. The Dean reports to the Vice Chancellor for Academic Affairs, is a member of the Council of Academic Deans and Deans Forum, and participates in the general leadership of the University.

Preferred qualifications:

- An earned doctorate, or its equivalent in graduate study, and business/professional experience
- Outstanding scholarly credentials and significant university administrative experience or a record of excellent executive achievement in business or public service
- A vision of the future of business education and the leadership skills to achieve that vision
- A demonstrated ability to foster partnerships among academic, business and other constituencies
- An understanding of and willingness to engage in fund raising and other external activities

Salary is competitive and commensurate with qualifications and experience. Applications should include a letter discussing experiences and accomplishments relevant to this position, a resume, and the names, addresses, phone and FAX numbers of three or more references. Review of applications will begin November 1, 1995, and will continue until the position is filled. The University of Nebraska at Omaha is an affirmative action/equal opportunity institution. If you need an accommodation in order to complete the application process, please contact the Affirmative Action Officer at (402) 554-2262.

Direct nominations, applications and inquiries to:

Ernest Peck, Vice Chancellor for Academic Affairs
University of Nebraska at Omaha
Omaha, NE 68182-0001
FAX (402) 554-4896

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**DEAN OF
ADMISSIONS**

Swarthmore College is an internationally distinctive liberal arts college dedicated to academic excellence and to encouraging a sense of social responsibility. Located on a 300-acre campus between Philadelphia, PA and Wilmington, DE, the College has an enrollment of 1,325 and a student/faculty ratio of 9:1. Swarthmore is seeking an exceptional candidate to fill its position of Dean of Admissions. The successful candidate will have the experience and imagination necessary to shape and implement a program that will continue our tradition of bringing to the College a diverse student body of the highest academic quality. The Dean will assume full responsibility for recruitment and admissions, report to the President and serve as a member of the President's Senior Staff.

Applicants should include a resume and personal letter describing their interest and qualification. Nominations as well as direct applications should be submitted by October 31, 1995 to:

Chair, Admissions Search Committee
Parrish Box 725, Department H
Swarthmore College
500 College Avenue
Swarthmore, PA 19081-1397

The College hopes to fill the position by July 1, 1996. Swarthmore College is an equal opportunity employer. Women and minorities are strongly encouraged to apply.



**DEAN
College of
Business Administration
BOWLING GREEN
STATE UNIVERSITY**

Bowling Green State University invites applications and nominations for Dean of the College of Business Administration. The College is dedicated to fostering the education of individuals for professional roles in business and society and to fostering intellectual curiosity, innovative leadership, critical thinking, ethical behavior, and an understanding of the cultural implications of managing in a pluralistic society and in an international environment. The College is committed to excellence in teaching and research. A Dean is sought with the vision and leadership to contribute to the accomplishment of this mission.

The successful candidate will have an earned doctorate or equivalent experience and be qualified for appointment at the rank of full professor. Distinguished scholarly credentials and significant university administrative experience or a record of excellent executive achievement in business or public service are essential. Applicants must demonstrate leadership capabilities that foster partnership among academic, business, and other external communities and contribute to an environment characterized by excellence, collegiality, and pride. The Dean reports to the Vice President for Academic Affairs. The position is available July 1, 1996. Salary is competitive.

Bowling Green State University enrolls approximately 17,000 students in seven undergraduate colleges and the graduate college. The College of Business Administration enrolls approximately 2,500 students and has 100 faculty in eight departments. The College offers both undergraduate and master's degree programs and in 1995 was fully re-accredited at the undergraduate and graduate levels by the AACSB.

In order to be assured of full consideration, the following must be submitted by November 1, 1995: a letter of application, a current resume, and the names, addresses, and telephone numbers of five current professional references. The names of applicants/nominees will be kept confidential; only those scheduled for campus interviews will be publicly identified. References will be treated in a confidential manner and will not be contacted until advanced stages of screening.

All correspondence should be addressed to:

Ms. Norma J. Stickler
Director of Academic Services
Office of the Vice President for Academic Affairs
Bowling Green State University
Bowling Green, OH 43403

BCSU is an equal opportunity, affirmative action employer.



Kutztown University Philosophy Department

Kutztown University invites applications for a tenure-track position, Assistant Professor. **This position is subject to final budgetary approval.** Ph.D. and three years teaching experience in Philosophy required. AOC: all introductory courses in Philosophy (especially critical thinking). Addition AOC: some of the following business ethics; American philosophy; early modern philosophy; social and political philosophy. The department seeks philosophically active colleagues whose AOS complements those of existing faculty and who are able to share the work of a small department while sustaining a heavy commitment to teaching and general education. Send letters of recommendation, evidence of teaching effectiveness, and a sample of written work to

Phillip Ferreira, Search Committee Chair,
Department of Philosophy,
Kutztown University,
Kutztown, PA 19530

All material must be postmarked by December 1, 1995.

Kutztown University is an Affirmative Action/Equal Opportunity employer and actively solicits applications from qualified minority and women candidates.

DEAN

WILLAMETTE UNIVERSITY COLLEGE OF LAW

The College of Law is an integral part of Willamette University, a small, non-profit, liberal arts institution founded in 1842 and known for its financial and academic stability. The 57-acre campus is adjacent to the Oregon State Capitol and state appellate courts. The College of Law is accredited by the ABA and AALS and offers a full-time day program for 465 students. Educational highlights include the first Center for Dispute Resolution in the western United States, an emerging Law in Government program and a summer program at the East China University of Politics and Law in Shanghai. The College of Law also offers a four-year joint degree program leading to the Doctor of Jurisprudence and Master of Management degrees.

Candidates must enjoy a reputation among their peers for outstanding professional achievement, scholarship and leadership. They must demonstrate superior consensus-building skills and administrative competence. Candidates must have a thorough appreciation of the role of legal education in society. Responsibilities include fund-raising and strengthening relationships with alumni and members of the practicing bar, bench and legal education communities.

Nominations and applications will remain open until a dean is appointed. Resumes must include names, addresses and telephone numbers of three references. The screening process will begin Oct. 2, 1995.

Address correspondence to:

Professor Richard F. Breen, Chair, Law Dean Search Committee,
Willamette University College of Law, 245 Winter Street S.E., Salem,
OR 97301. Telephone: (503) 370-6386
URL: <http://www.willamette.edu/>

Select Academic Life, then College of Law

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WILLAMETTE UNIVERSITY

SINCE 1842

Director of Women's Studies

Applications are invited for the position of Director of the Women's Studies Program at The University of Akron. The program seeks a qualified scholar with a strong record of teaching, research, and service. Rank is open.

The nine month, tenured or tenure-track position is a joint appointment with a department within the College of Arts & Sciences. The successful candidate must have a terminal degree and be tenurable according to the criteria of that Arts & Sciences department. Preference will be given to those who show evidence of scholarship and teaching in feminist theory and third wave feminism. Ability to mentor is a plus.

Women's Studies responsibilities include administering and teaching in the Women's Studies Program, which consists primarily of the undergraduate interdisciplinary Women's Studies Certificate. The expected starting date is August 1996, with a possible start date of January 1996. Salary range is commensurate with qualifications and experience.

Applicants should send a recent curriculum vita, including the names and phone number of three references, to:

Dr. Therese L. Lueck, Chair
Director of Women's Studies Search Committee
Women's Studies Program
The University of Akron
Akron, OH 44325-6218

Formal review of applications will continue until the position is filled.

Lectureship in Women's Studies

Centre for Women's Studies

Vacancy UAC.643

Women's Studies is an interdisciplinary programme within the Faculty of Arts. It has a teaching establishment of 4.5, including a Chair. Core courses taught by Women's Studies staff, and courses on women/gender taught in departments, are articulated to offer a three-year undergraduate programme and, beginning in 1995, a graduate and postgraduate programme. The core programme has a strong emphasis on feminist theory and research, with a regional focus on New Zealand/Aotearoa and the South Pacific.

Applicants must have completed a PhD and have a record of research, publication and teaching relevant to Women's Studies. Applicants with research/teaching expertise in the areas of social or health policy, gender, technology and science, and/or cultural studies are particularly welcome.

Commencing salary will be established within the range NZ\$42,500 - NZ\$51,500 per annum.

Further information, Conditions of Appointment and Method of Application should be obtained from the Academic Appointments Office, The University of Auckland, Private Bag 92019, Auckland, New Zealand, phone 64-9-373 7999 ext 5790, fax 64-9-373 7023. **Three copies** of applications should be forwarded to reach the Registrar by **20 November 1995**.

Please quote Vacancy Number UAC.643 in all correspondence.

W B NICOLL, REGISTRAR



New Zealand

The University has an equal opportunities policy and welcomes applications from all qualified persons



THE UNIVERSITY OF IOWA

DIRECTOR INSTITUTE FOR ENTREPRENEURIAL MANAGEMENT

The College of Business Administration of The University of Iowa is seeking an experienced professional administrator who will oversee all matters related to the Institute for Entrepreneurial Management. Duties include: developing and teaching credit and non-credit courses and seminars in entrepreneurship, advising clients, publicizing the activities of the Institute, developing ties between the Institute and business community, and serving as a resource for product development.

QUALIFICATIONS: Ph.D. preferred, master's degree with minimum of five years entrepreneurial or small business experience is required. Strong understanding of entrepreneurship, ability to work well with people, excellent communication skills, teaching experience and fund-raising skills are preferred. Salary negotiable based upon credentials and experience. A faculty appointment will be considered where appropriate.

APPLICATION DEADLINE: November 1, 1995
Forward resume and letter to:

Rose Rennekamp, Chair
Search Committee
College of Business Administration
The University of Iowa
108 PBAB, Suite S160
Iowa City, IA 52242

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DIRECTOR CENTER FOR APPLIED BEHAVIORAL SCIENCES

Applications and nominations are invited for the position of Director, Center for Applied Behavioral Sciences (CABS). CABS is a unit of Penn State's Intercollege Research Programs which fosters multidisciplinary research in the behavioral, social, life, and physical sciences, engineering, and the arts and humanities. CABS' primary mission is the application of knowledge about human behavior to the solution of organizational problems. In addition, the mission includes a contribution to the education of Penn State undergraduate and graduate students through their involvement in field research and application. Current applied research projects are funded by private industry and by both state and federal agencies. Current staff members include an Interim Director, Associate Director, Administrative Assistant, Project Manager, Data Analyst, and a Post-Doctoral Scholar, as well as about 8 graduate research assistants. In addition, a number of faculty from various academic departments participate on specific research projects.

Duties of the Director include managing all CABS' activities; securing grant and contract funding; and collaborating with other IRP units in research planning and activities. It is also anticipated that the CABS Director would have an academic appointment in an appropriate University department.

Candidates should have a Ph.D. in psychology or related discipline with an emphasis on applied aspects, such as represented in industrial/organizational psychology, tests and measurement, or human factors/engineering psychology; a history of successful grant and contract support; and a publication record consistent with a senior faculty appointment. Experience in multiple project management and research administration is highly desirable.

Candidates should send a detailed resume and a letter describing their interests and background to: Dr. William Taylor, Director, Intercollege Research Programs, 205 Kern Building, Dept. CHE, The Pennsylvania State University, University Park, PA 16802. Candidates should also include the names, addresses, and phone numbers of 4 references in either their letter or as part of their resume. For full consideration, applications should be received by December 1, 1995. Application will continue to be accepted until the position is filled. The starting date of the position is open, but it is anticipated that it would be no later than August, 1996.

For additional information about CABS, contact Dr. James L. Farr, Interim Director, CABS, 207 Research Building D, Penn State University, University Park, PA 16802; phone (814) 865-3312; FAX: (814) 865-3309; email: JSF@PSUVM.PSU.EDU.

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WESTERN MICHIGAN UNIVERSITY

College of Arts and Sciences Faculty Positions

Western Michigan University seeks applications for a wide variety of faculty positions in the College of Arts and Sciences for Fall 1996, pending budgetary approval. Individual advertisements have been scheduled to appear in relevant professional journals and reference should be made to individual advertisements in the *Chronicle of Higher Education*, September 15, 1995.

ANTHROPOLOGY: Tenure-track assistant professor in biological anthropology. Preferred research interests in the human biology of living populations with a focus on growth and development, nutrition, demography or human variability. Contact Robert Sundick, Chair, (616) 387-3967; INTERNET robert.sundick@wmich.edu

BIOLOGICAL SCIENCES: Three tenure-track assistant professor positions: 1) Cellular or molecular aspects of neurobiology with preferred research interests in neurobiology, neurotoxicology or signal transduction; 2) Cellular pharmacology or cell biology with preferred research interest in cellular aging and/or signal transduction; 3) Ecology with preferred research interests in fresh water ecology, bioremediation, or ecological genetics and research using molecular techniques. Contact Leonard Ginsberg, Chair, (616) 387-5637; INTERNET leonard.ginsberg@wmich.edu.

CHEMISTRY: Three tenure-track assistant professor positions: Applicants with backgrounds in inorganic, analytical and organic chemistry or interdisciplinary combinations of these will be considered. Contact Michael McCarville, Chair, (616) 387-2923; INTERNET michael.mccarville@wmich.edu.

COMMUNICATION: Three tenure-track assistant professor positions: 1) Media theory and production with preferred research interests in organizational uses of video or organizational or societal media effects; 2) Communication ethics with preferred research interest in communication ethics in organizational or mass communication; position requires training in research methodology (qualitative or quantitative); 3) Public relations with preferred research in public relations theory and practice in the context of mass or organizational communication. Contact James Gilchrist, Chair, (616) 387-3144; INTERNET james.gilchrist@wmich.edu. Note: These positions are advertised in the September 29, 1995, issue of the *Chronicle of Higher Education*.

COMPUTER SCIENCE: Tenure-track assistant professor. Preference given to candidates with research interests in one or more of the following: computer architecture, operating systems, or compilers. Contact J. Donald Nelson, Chair, (616) 387-5649; INTERNET jdonald.nelson@wmich.edu.

ECONOMICS: Two tenure-track assistant professor positions: 1) Public policy as applied to South or East Asia, Central or Eastern Europe, or Latin America;* 2) International trade. Contact Werner Sichel, Chair, (616) 387-5539; INTERNET werner.sichel@wmich.edu.

ENGLISH: Three tenure-track assistant professor positions: 1) Pedagogy of elementary English language arts with specialization in elementary language arts or literacy education and ability to teach psycholinguistics of reading as well as other language arts courses; 2) American minority literature(s), preferably in combination with specialization in Early American literature; 3) Creative writing with specialization in creative non-fiction and secondary specialization in fiction; Ph.D. or M.F.A. acceptable. Contact Shirley Clay Scott, Chair, (616) 387-2571; INTERNET shirley.scott@wmich.edu

GEOGRAPHY: Four tenure-track assistant professor positions: 1) Cultural geography, economic development, and/or regional planning; preference for candidate with interest in geography of Africa; 2) Remote sensing and satellite image analysis and quantitative methods, and the capabilities to integrate Geographic Information Systems (GIS) to these areas; interest in the global environment preferred; 3) Regional planning, demographic analysis and the capabilities to apply GIS to these areas; interest in the geography of North America, Middle America and Africa and Asia preferred.* Contact Eldor C. Quandt, Chair, (616) 387-3414; INTERNET eldor.quandt@wmich.edu.

GEOLOGY: Two tenure track assistant professor positions: 1) Geochemistry with specialty in low temperature geochemistry including organic and radiotope geochemistry; 2) Geophysics; strong background in seismology, exploration geophysics, environmental and engineering geophysics, three-dimensional subsurface imaging and geophysical data processing preferred. Contact Alan Kehew, Chair, (616) 387-5495; INTERNET alan.kehew@wmich.edu.

HISTORY: Two tenure-track assistant professor positions: 1) History of Latin America with research focus in Mexico, the Caribbean area or littoral, or the Andean states; 2) History of South Asia.* Emphasis on cultural, social, or economic history and /or areas such as historiography, material culture, science and technology, historical archaeology or preservation museums, or other modes of public history preferred for both positions. Contact Ronald Davis, Chair, (616) 387-4649; INTERNET ronald.davis@wmich.edu

JAPANESE: Tenure-track assistant professor of Japanese. Ph.D. in Japanese or evidence of imminent award; native or near-native fluency essential as well as ability to teach language, literature and culture. Contact John Benson, Chair, (616) 387-3003; INTERNET john.benson@wmich.edu.

JOURNALISM: Two tenure-track assistant/associate professor positions in print journalism. Ph.D. in journalism or journalism and mass communication required. Contact Elise B. Jorgens, Associate Dean, College of Arts and Sciences, (616) 387-4360; INTERNET elise.jorgens@wmich.edu.

MATHEMATICS: Three tenure-track assistant professor positions: 1) Analysis with interest in applied and computational mathematics; 2) Combinatorics/graph theory; 3) Mathematics education; Ph.D. in mathematics education and teaching experience at the elementary or secondary level required. Contact Ruth Ann Meyer, Chair, (616) 387-4596; INTERNET ruth.a.meyer@wmich.edu

PHILOSOPHY: Tenure-track assistant professor with specialization in philosophy of mind. Contact Michael S. Pritchard, Chair, (616) 387-4380; INTERNET michael.pritchard@wmich.edu.

PHYSICS: Tenure-track assistant professor in theoretical atomic collisions and spectroscopy; post doctoral experience required. Contact Dean Halderson, Chair, (616) 387-4947; INTERNET dean.halderson@wmich.edu.

POLITICAL SCIENCE: Three tenure-track assistant professor positions: 1) Development administration,* specialization in at least one developing region and expertise in comparative development administration, development strategies, human factors in development, and development assistance; 2) Japanese politics with expertise in the political economy of Asia;* 3) Political theory and philosophy with specialization in modern democratic theory. Contact Chester B. Rogers, Chair, (616) 387-5684; INTERNET chet.rogers@wmich.edu.

PSYCHOLOGY: Two tenure-track assistant professor positions: 1) Clinical psychology with research interests in psychosocial treatment of mental disorders or behavioral medicine preferred; graduation from an APA accredited program and completion of an APA approved internship required; 2) Industrial/Organizational psychology; research interests in training and development, performance management, and behavioral interventions and systems analysis preferred. Contact Howard Farris, Chair, (616) 387-8350; INTERNET howard.farris@wmich.edu.

PUBLIC ADMINISTRATION: Three tenure-track assistant professor positions: 1) Public policy and program evaluation; 2) Public administration/organizational theory and behavior; 3) Health care administration. Contact Susan B. Hannah, Director, (616) 387-8945; INTERNET susan.hannah@wmich.edu.

RELIGION: Tenure-track assistant professor in comparative religion with specialization in religion in North America or theory and method in comparative religion; demonstrated potential for teaching and researching from a non-theological and non-doctrinal perspective required. Contact E. Thomas Lawson, Chair, (616) 387-4394; INTERNET e.thomas.lawson@wmich.edu.

SOCIOLOGY: Three tenure-track assistant professor positions: 1) Societies and cultures of Central and Eastern Europe;* preference for research interests in one or more of the following: health, crime, family, education, intergroup relations, environmental issues, applied sociology; 2) Medical sociology and one or more of the following: methods, general theory, social psychology, applied sociology; 3) Applied sociology with advanced statistical techniques, methods and evaluation research. Contact Lewis Walker, Chair, (616) 387-5281; INTERNET lewis.walker@wmich.edu.

SPANISH: Two tenure-track assistant professor positions: 1) Spanish American literature; colonial period preferred; 2) Spanish language, linguistics and applied linguistics. Contact John Benson, Chair, (616) 387-3003. Note: These positions advertised in the September 29, 1995, issue of the *Chronicle of Higher Education*.

All positions require an appropriate Ph.D. degree except as noted above. Evidence of strong teaching skills and research potential is expected.

* Candidates for positions marked * should be fluently proficient in the language of specialization and have lived, worked or studied in the region for a substantial length of time.

Western Michigan University, a Carnegie Classification Doctoral I Institution and equal opportunity employer, has an affirmative action program which encourages applications from underrepresented groups. Send letter of application, vita, statement of research plans, academic transcripts and three letters of reference to the chair/director of the appropriate department, College of Arts and Sciences, Western Michigan University, Kalamazoo, MI 49008. Chairs/directors may be contacted at the telephone or email addresses listed above. For information about Western Michigan University see <http://www.wmich.edu>. Review of application will begin November 1, 1995, and applications will be accepted until the positions are filled.

Gendered Responses: What to Do When 'The New Kid' Confuses WIHE Subscribers and Advertisers

Our first inkling that a New York City publisher had decided that he can make money off women on campus came via phone. A woman in human resources told Career Connections Director Mary Zenke, that yes, they would be using us for advertising their job openings.

As it turned out, she was referring to a newly planned publication with a strikingly similar name.

Next, a Colorado subscriber and advertiser called to ask if a publication she got a flyer about was a spin-off of ours, since the names are the same.

Then the first order for the new publication was mailed to us instead of the New York address. We realized there was confusion in the marketplace, a bad omen for both publications.

While we welcome any resource that will help women succeed on campus, and recognize that "imitation is the most sincere form of flattery," confusion is an unpleasant state for all.

Speak Softly...

As a reasonable woman who is mellowing at the age of 51, I sent a fax to the number listed on the order card. I wrote that *WIHE* has been a copyrighted publication since 1941, and the similarity between our names seems to be creating some confusion among subscribers and advertisers. I politely invited him to call me to discuss his publication and proposed remedies to our problem.

I thought that was a nice, gentle way of saying, "Back off, buddy, you're muddying the water that we're all drinking."

In response, I got stonewalled. A half-page note from a Theodore Cross claimed the name *Women in Higher Education* was generic and could not be "owned." He wrote, "We certainly don't want to harm your publication in any way."

The letterhead contained neither phone number or firm name, so I didn't know if he was the lawyer, publisher or janitor.

Okay, I figured, he thinks that little women in the midwest are going to let a male, NYC publisher confuse their readers and advertisers. By sending out slick flyers promising to reach *thousands* when it has *no* subscribers, they plan to start by *giving away* issues and charging advertisers three times our rates for the

same size ad. We'll see about that.

(Call in a Second Opinion)

Next, I asked a local entrepreneur for advice. "You need a good trademark lawyer," he said, naming one at the most expensive firm in town.

I thought about how the expense would affect the publication and readers, and the cost of doing nothing, which another advisor suggested.

Meanwhile, I was writing this issue's page one story, with the quote by Carol Tracy: "When you play hardball, you bring in the slugger."

... and Carry a Big Stick

Consulting the yellow pages, I first called the only woman lawyer listed under Trademarks, but was unable to connect with her.

Next, I met with the recommended lawyer, who wrote a letter strongly urging the new kid on the block to change his name *before* the first issue was printed and more costs incurred.

Hedging our bets, we wrote a four-page flyer to heads of human resources departments at 1,078 colleges and universities, mentioning the potential for confusion, saying, "WARNING: DON'T BE FOOLED!"

A friend at the printer's shop called to say we were fools to send out the letter, it was too strong. So we ran it by former marketing director Carol Edds, who said it wasn't strong enough. We sent it.

I wish I could report that Theodore Cross is being reasonable, has changed the new publication's name to more accurately reflect his market niche (scholars), and that the combo of the female and male ways of handling the situation was successful.

But, as of press time, no good news.

A second note from NYC again claims the title words "are descriptive and they are invariably used to describe the field." Is it worth a \$20,000 court fight and all that psychic energy to prevail?

Making Lemonade

In some ways, having a new player has re-energized us and helped us focus on what we do best. We're going to mail to advertisers much more often, and to emphasize the difference between the publications in our descriptive literature.

WIHE is a practical, personal news-journal type of publication with attitude, not a slick production created to sell advertising.

Stay tuned... and don't be confused. We're still publishing from out here in Madison, Wisconsin, and likely to be here 'til the cows come home. ▀

Mary Dee

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NOVEMBER 1995

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Women's Ways of Leading: A New Style for a New Era

Despite some major obstacles to assuming leadership roles, women are about to enter their third stage of leadership styles, according to Donna Schmitt, professor of educational leadership in the department of leadership and counseling at Eastern Michigan University.

She spoke at the 4th annual University of Vermont conference on gender issues in higher education in October, 1995.

In the first stage dating back to the 1970s, women were encouraged to imitate men's style of hierarchical leadership, learning management skills based on establishing clear lines of authority.

Theorists encouraged them to discard feminine behaviors. Instead, they were to work for the good of the organization, establish team approaches taken from the world of sports, and create utilitarian friendships and temporary allegiances based on political realities.

Management bibles for women like *The Managerial Woman* by Hennig & Jardim (1976) and *Games Mother Never Taught You: Corporate Gamesmanship for Women* by Betty Harrigan (1977) taught women to act like male leaders, so they would win acceptance among the males.

But Women are Not Men

In the second stage evolving in the mid-1980s, women started to feel uncomfortable with this top-down style of management that had them acting against their socialized natures.

Books published in the 1980's like *In a Different Voice* by Carol Gilligan (1982), and *Women's Ways of Knowing* by Belenky et al. (1986) and *You Just Don't Understand* by Deborah Tannen (1990) discuss the implications of the differences between women and men, including expectations and roles as leaders.

Today's organizations have started to value the different styles women bring to leadership. Their strategies such as inclusion, webbing, cooperation and quality control at lower levels of organization have become popular, even among male leaders.

In the third stage that Schmitt says is about ready to emerge, the questions have changed.

Women in the first stage asked "How can I change to fit in?" and those in the second asked, "How can I as a woman fit in?" Today's generation asks, "How do I match my talents and abilities as a woman leader to

the needs of the organization, for the benefit of all?"

Downsizing, diversity and dollars have forced new looks at leadership. Organizations now ask, "What style can we use that works best for us?" and "How can we find a fit between what this organization needs and what skills leaders have?"

Rather than rely on either women's or men's styles, Schmitt says organizations need the diversity that various people and various approaches provide. Recognizing and capitalizing on diverse talents, organizations promote leaders who offer creative ways of handling new tasks and a new workforce.

She noted that of the more than 300 public schools recently recognized as especially strong in innovation, 70% were headed by women.

Socialization Sabotages Women Leaders

It's no wonder most women aren't "natural leaders," says Schmitt, since their lifelong socialization process rewards them for behaviors that just don't work for most leaders.

And unless women make a conscious effort to overcome the early lessons and take charge of their own lives, their efforts to move into top levels of management will be frustrated.

While many women today accumulate the knowledge base of skills and talents to succeed, some continue to lack the *knowing base*, which Schmitt calls internal self-esteem and self-confidence, from the book *Paths to Power*, by Natasha Josefowitz.

"Women are raised to be responsive, to wait for someone to tell them what to do," Schmitt says. By definition, leaders need to take risks and have confidence in their ability to accomplish their goals.

"Unless you personally feel empowered, you'll never be able as a leader to move someone else to a

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Mixed Metaphors: What the U.S. Culture Teaches Women and Men

The sexes learn gendered messages as they grow up, according to Donna Schmitt, professor of education leadership at Eastern Michigan University. Society rewards women and men for virtually opposite behaviors, a problem for women who aspire to leadership positions, making "women leaders" an oxymoron unless they actively combat it. (Many of the distinctions below come from *The Managerial Woman* by Hennig and Jardim.)

Men Learn

aggression
teamwork
self-support
assumed competent
have careers
job is building block
strive for future goals
realistic viewpoint
win some, lose some
boss-centered
utilitarian friendships
group dependent
objectivity of behavior

Women Learn

passivity
individual success
dependence
assumed incompetent
have jobs
job is happenstance
here-and-now basis
idealistic viewpoint
losing is devastation
self-centered
intrinsic value of friends
self-dependent
self-identity of behavior

The Message for Women

be nice, quiet and responsive, waiting for them to notice you
work harder *yourself* and you will be rewarded
others will take care of you
you must prove yourself to be competent
work is just to earn money, not self-fulfillment
outside forces determine your success
concentrate on short-term goals*
politics is a foreign language in a foreign land*
taking risks is pathological, so don't do it
other's perspective is not important*
"using" friends is negative
you have responsibility for *everything*
you can't make or learn from mistakes

* To illustrate these differences, Schmitt related an incident in which a woman heading a search committee for an assistant dean looked objectively at all candidates, including a last-minute entrant whom the dean said "belongs in the pool." With inadequate degree and experience, the candidate did not get an interview from her committee. Just days later, the dean turned her down for promotion and tenure. A male colleague later explained, "You didn't even interview the dean's man."

goal," Schmitt says.

A major difference between how the socialization process differs between women and men is that men say to themselves, "I am, therefore I do," while women say, "I do, therefore I am."

At this point in the presentation, audience member Jill Tarule, dean of the school of education at the University of Vermont, recalled the saying: "Mother loves you for who you *are*, while father loves you for what you *do*."

Leadership Course Effective

To help women overcome social culturalization, Schmitt has taught the course Women in Leadership at Eastern Michigan University since 1979.

Started under a somewhat reluctant department head, it has been over-subscribed since day one. In it she emphasizes the sociological and psychological aspects of women's development and socialization, and their effect on how women act as leaders.

In 1991, she surveyed about 300 women who had taken the course to assess its impact on their thinking and development. With an 80% response rate, the survey found that most found the course "probably the most meaningful class they had taken as an undergraduate" in helping them become aware of and confront the juxtaposition between gender and leadership expectations.

Schmitt found respondents clearly valued the course far more for its personal development objectives, not any "abstract and relatively sterile theories and concepts studied in a way that has little personal significance for the women students."

While her findings were similar for all women students with all levels of experience, they were especially strong for mature women over age 31.

To emphasize the value of long-range planning, students in the class completed five-year career plans. The exercise caused great agony as they tried to make the "perfect" plan, one they could follow to the letter

for five years. Finally they understood that it was *their* plan, written in pencil, which they could revise at will.

Across all ages (21 to 57) and years of experience (0 to 36, averaging 10+) they found these concepts of the class especially useful:

- Learning to cope with multiple role demands, while recognizing that some workplace demands are unrealistic.
- Developing self-assertiveness attributes.
- Presenting a self-confident image to yourself.
- Presenting a self-confident image to others.

Having re-examined her priorities, Schmitt recently left administration to concentrate on teaching.

For more info or a copy, contact Donna Schmitt at Eastern Michigan University (313) 487-0255; FAX (313) 487-4608. e-mail ldc_schmitt@emuvax.emich.edu

WOMEN

IN HIGHER EDUCATION

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Mary Sue Coleman to Head U of Iowa

"The campus is just thrilled," reports a woman administrator at Iowa, that its new 18th president appointed last month is a woman who comes with top academic credentials and accomplishments. The Iowa native topped a field of 325 candidates.

Mary Sue Coleman will move from provost and VP of academic affairs at the University of New Mexico on December 31 to lead Iowa's flagship university of 27,500 students. A biochemist, she has also been an administrator at the Universities of Kentucky and North Carolina at Chapel Hill.

Phoenix College Renames Buildings For Women Who Contributed Their Best

For 49 years, Millie Noble served Phoenix College AZ and its governing district. First she was a secretary, registering GIs returning from war, then manager of the district's employment office, and most recently, coordinator of a program to keep retirees working at the college part-time. She retired last month, amid many tears and hugs.

In celebrating its 75th anniversary in October, the college renamed its science building the Noble Engineering/Science building. "Isn't it wonderful?" she quipped. "I didn't even have to die or give them a million dollars."

Phoenix College also renamed its auditorium for Mildred Bulpitt, dean of the college's evening division from 1961 to 1978, according to *The Phoenix Gazette* of October 11, 1995.

Alabama's Two-Year Colleges Settle Sex Bias Suit by Agreeing to Fair Procedures

Alabama's junior and technical college system has agreed to overhaul its hiring and promotion policies to settle a federal sex bias suit from 1989.

For all 31 two-year schools, the state must set up a system database and centralize standard hiring and promotion procedures to cover all positions (presidents, deans, faculty, and all other staff) and expand recruitment efforts.

The settlement includes hiring and promotion goals for women, as well as timely progress reports.

The suit follows an earlier race discrimination lawsuit that ended in a similar decision more than a year ago. Neither contains an admission of guilt, and the Alabama Department of Postsecondary Education continues to "deny all liability."

Auburn U's Secret Society is White, Male

Perhaps it's just a coincidence. But the Circle, an honorary society for senior campus leaders at Auburn University AL, has had only four women and three black members since it started in 1915, according to its 1994 directory.

During the early decades, neither blacks nor women attended the engineering school. But for the past 25 to 30 years, the group has continued to system-

atically exclude virtually all women and blacks, unless they head the student government, according to James Foster, a former member and now a newspaper reporter in Oklahoma.

Since the Circle exerts a powerful but behind-the-scenes influence on student affairs at the school, critics are questioning its policies. Each year it inducts 10 juniors, and the last woman was invited in 1989, when they inducted Cindy Holland, the SGA president that year.

Both Holland and Harold Melton, a black student member who now heads the student government, denied that race or gender were factors in selection, citing their own membership. The report is from the *Mobile Press Register* on October 16, 1995.

Proposal Seeks to Change Australia's 'Boys' Club' Tenure System

Administrators concerned about their school's tenure system should keep an eye on Australia.

Australia's Minister for Employment, Education and Training calls the tenure system "a boys' club."

In a move it claims would boost the number of women in faculty positions, the Australian Higher Education Industrial Association wants to revise the country's 1991 agreement that guarantees tenure to one third of new hires and 70% of all faculty.

The change would limit tenure to a small number of star faculty, while all others would get employment contracts and undergo regular performance reviews. They say in addition to airing out cobwebs, the new structure would improve both flexibility and efficiency at Australian universities.

Faculty unions denounced the idea as completely unacceptable and vowed to fight it. The National Tertiary Education Union claims the new system would harm women faculty, reports *The Chronicle of Higher Education* of September 15, 1995.

The union reports that the percentage of tenured professors who are women has fallen from 49% to 43% since 1988: "Research suggests that academically well-qualified women are far more likely than men to be locked into cycles of repetitive casual employment, with little opportunity for job satisfaction or career progression."

A board of inquiry is reviewing the proposal and plans to issue its recommendation to the government in December.

Only 4% More Graduate Women Study Science and Engineering Than in 1981

In 1992, 35% of grad students enrolled in science and engineering fields were women, an increase of only 4% since 1981, reports the National Science Foundation. In all science fields, including traditional women's fields such as allied health, women comprised 43% of all grad students.

In engineering, women represented only 15% of the total graduate enrollment, although they earned 14% of all engineering master's degrees, up from 8% in 1981.

The NSF report also notes that although women have earned more than half of all baccalaureates

awarded since 1982, their proportion in science and engineering has not yet reached parity. In 1991, women earned 44% of all science and engineering four-year degrees, including almost three fourths (73%) of those in psychology, half (52%) in the biological sciences, but only 15% in engineering.

Order a free copy of *Women, Minorities, and Persons with Disabilities in Science and Engineering: 1994*, (NSF 94-333) from Mary Golladay, NSF, Division of Science Publications, 4201 Wilson Blvd., Rm. 965, Arlington, VA 22230-9966; (703)306-1774; Fax: (703)306-0510; or e-mail: mgollada@nsf.gov.

STAYING TUNED...

Supreme Court: 'Yea' to Decide VMI Case, 'Nay' to Consider The Citadel Case

Last month the highest court in the land agreed to decide by July whether the Virginia Military Institute can remain an all-male public school.

Meanwhile, neighboring Mary Baldwin College has started a leadership development program for women this fall, with financing from a VMI group.

Justice Clarence Thomas will not participate in the decision because his son attends VMI.

But the Court rejected a similar appeal from The Citadel, a South Carolina all-male military institute. A federal court had forced the school to admit Shannon Faulkner as its first female cadet in August, but she dropped out during her first week there. The Court said that made her appeal moot.

But in a U.S. district court case on the same issue, Judge Weston Houck agreed to let a high school student who wants to attend The Citadel take Faulkner's place in a trial set to begin November 13. Nancy Mellette is a senior at a military prep academy. Her father graduated from The Citadel in 1963, and her brother is a senior cadet there.

At issue is whether the new leadership program for women developed at nearby Converse College with funding from the state is a legal alternative to allowing women at The Citadel.

Harassment Costs U of Hawaii \$175,000

When student Michelle Gretzinger complained of harassment in 1992, administrators at the University of Hawaii dragged their feet, withheld reports, and failed to follow the school's own sexual harassment grievance procedures.

After complaining to the university and the Office of Civil Rights and finally filing a federal lawsuit, last month she won a settlement of \$175,000 and a promise of reform, according to *The Advocate News* of Baton Rouge on October 16, 1995. She graduated in 1994.

Gretzinger accused Ramdas Lamb, an assistant professor of religion, of sexually harassing and assaulting her, and using his position to bribe students into social or sexual relationships with the promise of financial aid from the school.

For more than a year, former UH senior VP Paul

Yuen ignored a university committee's findings that she had been victimized by Lamb. In April, the Office of Civil Rights ruled that the school had violated its own policies in the situation.

U of B Sex Bias Conflict Heats Up; U of Manitoba Called 'Inhospitable'

Last month's issue reported that University of British Columbia President David Strangway had closed graduate admissions to the political science department. His action followed an investigation concluding that a basis exists for the allegations of harassment and bias made by 12 grad women.

Strangway's action has split the UBC campus.

One group of grad students immediately pushed for additional demands, such as a 12-week, 12-step recovery program consisting of weekly, mandatory workshops for faculty. The group also demanded a formal apology and early retirement for faculty members who refuse to apologize and participate in the re-education.

But other political science grad students just wanted to get on with their educations.

Dean of Arts Patricia Marchak disagreed with Strangway's action and invited the arts faculty to a meeting on the issue. After a heated debate on the values of a liberal university, including "pluralism, tolerance, and respect," they voted 97-52 in favor of lifting the admissions suspension.

Dean Marchak particularly criticized the way UBC investigated the allegations, which was by contracting with a female attorney from outside of academe, who worked as a lone investigator.

The University of Manitoba handled a similar situation very differently.

When Professor Cathy Brock resigned in May, citing an "inhospitable" climate in political studies, Dean of Arts Raymond Currie appointed a three-person investigating committee, which consisted of a faculty member from the University of Windsor, and one female and one male UM faculty member. He also appointed the associate dean of education to act as "assessor," to ensure that the inquiry was carried out fairly.

The inquiry concluded there indeed was an inhospitable climate in political studies.

Although the Canadian media covered the Manitoba inquiry and its report, there were far fewer news stories about it than there were about UBC, largely because Dean Currie didn't release the entire report. He followed the university's policy of confidentiality in sexual harassment cases.

Currie's challenge as an administrator was to convince all sides that he wasn't hiding anything.

The September 1995 newsletter of the Senior Women Academic Administrators of Canada (SWAAC) reports that administrative roles often create conflicts and it's sometimes impossible for an administrator not to get caught in the crossfire. It quotes Currie: "I'm not politically ambitious but if I was, I think you could call this a career breaker."

IN HER OWN WORDS

Balancing *Nice* and *Authoritative*: Classroom Strategies for Female Faculty

By Elisabeth D. Kuhn, Assistant Professor of English
Virginia Commonwealth University

It's 1995, and women are still facing the same double bind linguist Robin Lakoff wrote about 20 years ago: Women who speak like "ladies" are not taken seriously, while those who speak more assertively, i.e., "unladylike" are still not accepted. Female professors face that double bind every time they walk into a classroom.

In her research on teaching evaluations, Susan Basow has shown that the double bind is not just in our heads. Men just have to live up to the role expectations for professors, "knowledgeable and competent," because gender role expectations for men coincide with those for professors. But women faculty also have to meet traditional expectations for women, being "nurturing and warm."

My own study shows how women professors cope with expectations at a Southeastern university, where community standards demand that women be especially polite, friendly, indirect and "sweet."

My data comes from ongoing research in which I tape-recorded first class meetings of 10 female and 10 male professors who are all "Southerners" teaching at Virginia Commonwealth University (VCU), an urban school. They were selected to match samples in Frankfurt, Germany, and Berkeley CA, where I studied how faculty get students to do their work.

The female professors at VCU use four key strategies to accomplish their daunting task. Some combine strategies, which also reflect politeness rules for general interaction in the region.

Establish Your Authority

The first strategy is establishing your own expertise and authority. I learned the hard way that I should introduce myself at the first class session:

"Good morning. I'm Dr. Elisabeth Kuhn. I received my PhD in linguistics from the University of California at Berkeley. I wrote my dissertation on 'Gender and Authority: Classroom Diplomacy at Berkeley and Frankfurt', and I have been teaching at Virginia Commonwealth University for six years."

Having never encountered such presentations of credentials, I discovered quickly that at VCU it was expected. When I first introduced myself as "Elisabeth Kuhn," students after class asked how to address me. I suggested "Dr. Kuhn", and they said, "Oh, you have a doctorate? Why didn't you say so?" Now "Dr. Elisabeth Kuhn" also goes on the syllabus.

Bond with Students

The second technique, "bonding," establishes a connection between professor and students, and lets them know that the professor is a nice person.

In it, professors emphasize commonalities between themselves and students, and demonstrate that they care about students' concerns. They also refer to and address their students directly, and talk about themselves, sometimes disclosing very personal informa-

tion as they try to come across as "one of them." Bonding can combine with establishing authority: "When I was a grad student at Berkeley..." includes details about getting her doctorate and qualifications.

Pass the Buck to the Institution

The third technique involves getting help from the institution to get the dirty work done.

By referring to what the students have to do as "requirements" and "proceedings," many female professors deflect the responsibility for making the students do the work ... away from themselves and place it on the institution. The technique makes it very clear what the students have to do, while also letting the professor off the hook.

At Virginia, however, all women professors relied much more heavily on the syllabus as a source of outside authority. Instead of simply waving the syllabus and repeatedly referring to it, as most California women did, many Virginia women read the syllabus to the class. A few projected it on a screen and pointed at it while reading it verbatim.

Entice the Students

The fourth technique is the "enticer," always employed with much enthusiasm. It complements the "getting help from the institution" technique, and appeared an integral part of the persuasive strategy: "You are really going to like this."

Not only interesting as a tool to inspire the students to more cooperation, this technique has a much more powerful function: It actually reframes the syllabus as "coming attractions." By reframing obligations as promises of desirable things to come, orders look like promises.

Together the four strategies show a pattern: "Bonding" and "enthusiastic enticers" are techniques creating closeness, which Robin Lakoff describes as a feature of a "camaraderie" style of politeness. "Establish authority" and "get help from the institution" fit what she calls a "distance" style of politeness.

Although the two strategies are technically at cross-purposes, they work together to create just the right balance between "nice" and "authoritative" to get students to do their work and still like the profs.

In most casual encounters, there is a surface camaraderie. People are friendly and have extended conversations, in which very intimate topics can come up with virtual strangers. Yet there is also the distance feature that sets boundaries: "Don't say anything unpleasant."

This same contradictory politeness occurs in the classroom. As a female professor, you have to bond with the students and be friendly, yet never let the students lose sight of the fact that you are the professor. It's quite a balancing act.

Those unfamiliar with the expectations can easily come across as rude and/or unauthoritative, and fail to connect with the students in the way they expect. Knowing the community standards explicitly, newcomers have the options of playing by the rules the students expect, or flouting the rules knowingly and skillfully, not inadvertently. ▀

From a presentation at the Organization for the Study of Communication, Language and Gender conference in Minneapolis in October 1995. Reach Elisabeth D. Kuhn at (804) 828-4465. e-mail: ekuhn@hibbs.vcu.edu

RESEARCH BRIEFS

It Takes a Strong Ego to Fight Gender Stereotypes

Research at Suffolk University MA suggests that there is a direct correlation between people's strongly developed egos and their expressing non-traditional gender roles. But which came first?

Psychologist Krisanne Bursik conducted two studies. The first, using 209 white undergraduates in intro psych classes, measured gender-related traits on a 24-item bi-polar scale of 1-5, and then measured ego development using 36 incomplete sentences.

Women at higher levels of ego development were more likely to back non-traditional gender roles.

In a second study, a more diverse group of 70 students in upper-level classes (including five African-Americans and five Asians) aged 18 to 46 took the Bem sex role inventory and other measures.

She again found that non-traditional gender role traits were associated with higher levels of ego development, this time for both men and women.

Ego development is rated as:

1. *Impulsive* (egocentric, demanding and dependent)
2. *Self-protective* (opportunistic, manipulative and exploitive)
3. *Conformist* (adhering to rules, strongly relating their own identity with the group including stereotyped gender roles)
4. *Conscientious* (with vividly differentiated inner states, reflective and self-critical, in which motives and consequences outweigh rules)
5. *Autonomous* (where inner struggle is accepted as an integral part of life and overcoming gender stereotypes is important)
6. *Integrated* (transcending conflict and reconciling polarities, which is only 1% of the population)

Men of lower ego development viewed high levels of masculinity as ideal. As a result "gender role conflict may occur for men when rigid, sexist or restrictive gender roles, learned during socialization, result in personal restriction, devaluation, or violation of others or self."

Bursik notes that women

integrate their roles as instruments and agents into their psychological growth, which society values.

She says it is unclear whether people with strong egos feel free to develop non-traditional gender roles, or a strong ego results from "aschematic gender socialization during childhood and adolescence."

-*Sex Roles*, May 1995.

Athletes' Cheating, Aggression, Linked to Team Norm, Coaches

Why are some teams always in trouble, on and off the field, while others have clean reputations? How are sportsmanship norms learned?

Four researchers surveyed 298 varsity baseball and softball players from 11 teams in community colleges and high schools in a large urban area of California.

They found that athletes who were older and had been in school and on the teams longer were more inclined to expect peers to cheat and to be more aggressive.

Those same athletes were more likely to believe that their coaches would support cheating if it was seen as necessary to win.

Males, college athletes and those on winning teams and non-starters also expected more cheating and aggression.

Women athletes coached by men were more likely than those coached by women to expect peer cheating, be more aggressive, and to expect their coaches to sanction it.

Team cohesion was directly related to members' expectations that teammates would cheat and be more aggressive.

Often a coach's belief that he or she was offering instruction and training, as well as performance feedback, was at odds with athletes' beliefs that their behavior was more directly related to acceptance of cheating and aggression.

-*Sociology of Sport Journal*, #3 1995.

Women Students in 'Male' Fields Report More Stress

Perhaps suffering the same isolation and vulnerability as Shannon Faulkner did as a cadet at The Citadel, some women in non-traditional study areas feel more pressure and have more symptoms of high stress.

Eugenia P. Gerdes, dean of arts and sciences at Bucknell University PA, questioned 397 students in three groups: *non-traditional women* in engineering, management or medicine, *traditional women* in education, psych or soc, and *men*.

Theorizing that it's not the exposure to stress but rather the vulnerability that differs between the sexes, she asked their future plans, views of work environment, stressful life events, and physical and psychological symptoms.

Non-traditional women students were more susceptible than male students in the same curricula to psychosomatic symptoms, physical illnesses, psychological disorders, and anxiety.

They also reported more chronic job tension than men, while women in traditional study areas did not. And even with stressors statistically equal, they wind up with higher levels of symptoms than the men.

She speculated that women and men are treated differently, even in the same curriculum, so social pressures and discrimination may affect the non-traditional women.

-*Sex Roles*, June 1995.

When is Preferential Treatment for Women Fair?

In an experiment predating today's backlash against preferential programs for women, researchers sought to assess the effects of messages on perceptions of the fairness of a program.

Completing the study were 128 women undergrads in psychology classes, mostly freshmen age 18.

Students read messages that were either pro- or anti-preferential treatment for women, recorded their personal responses, and then rated the fairness of the policy, and their involvement and familiarity with preferential treatment.

Results showed that those who had agreed with the policies before were more likely to judge them as fair. The content influenced opinions more when it described consequences more directly affecting a group that the student strongly identified with, than with a more generalized population.

-*Social Justice Research*, September 1995.

How Women Trustees Can Support Equity for Women on Campus

Editor's note: We recently received a letter from a woman trustee at a large public university, asking for information on enhancing "women's position on campus." Her letter sparked this article, which you may want to share with women trustees on your campus.

To many women administrators, students and faculty, women trustees seem to have an enviable position: After all, they have the visibility, power, and influence to promote a women's agenda, speak out on equity issues, and make a difference in the campus climate. But what if there's only one of them? And what if the board is tradition-bound, inflexible, autocratic and closed to change?

Over the past 20 years, advocates for women have documented many improvements in hiring practices, rising numbers of women faculty and even women presidents. But women trustees are still a minority in almost all institutions and higher education systems.

About 23% of independent college and university board members are women, an increase of only 3% since 1985, according to the Association of Governing Boards. Roughly one in three trustees in the public four-year sector is a woman.

Still, many woman trustees have managed to make real differences for women on their campuses.

Elizabeth Tegues, board member for the State University System of Minnesota for more than 14 years, advises new women trustees to first earn their colleagues' respect:

"You must establish your professional credibility. This is not a burden shared equally by new male trustees. You do your homework ... You read ... You never say, 'This may be a dumb question, but...'—never give up your credibility. A man says that and no one blinks. When a woman says it, there can be the assumption that she really may not understand—because she's a woman."

From Elizabeth Tegues, past issues of *WIHE*, conference reports and other publications, here are some ideas that new trustees may find helpful as starting points, and that experienced trustees may use to refine and re-energize their goals.

Questions to Ask

Before you can say much, you must arm yourself with facts. Let your search for the truth about how your school serves its women be guided by answers to these questions:

- How many of the top leadership jobs in your institution or system are held by women? A good resource is an annual directory like the 1995 *Higher Education Directory*, published by Higher Education

Publications, Inc., (HEP). Call HEP at (703)532-2300.

- Are most women administrators concentrated in the traditional women's jobs, such as counseling, admission, career services and continuing ed?

- How do women rank in pay, compared to men in similar jobs at your institution and to the average salaries for similar jobs at comparable institutions? Check the annual March College and University Personnel Association (CUPA) survey, found in your HR dept or at (202) 429-0311.

- Looking at your pipeline to top administrative jobs, do you see lots of women in the associate and assistant ranks? Do they apply for the top jobs? Is there a leadership development program to give them leadership skills, mentors, and other support to get them to the top? You may need an insider in your school to help you find out.

- What percent of faculty in each department and college is women? The percent of tenured faculty who are female? Do you have

a revolving door, with a chilly climate causing women faculty to leave? Or, are women lured there as assistant professors and then not given tenure?

- Has the president ever expressed an interest in increasing the number of women administrators and faculty? Unless this happens—maybe at the direction of the board—there will be no change.

- Are women students happy with the services they receive? Is there a women's center? Is there a teaching center that provides information to faculty about different learning styles?

- Are there student complaints of harassment or sex bias in the classroom? What procedures are in place for handling such complaints? Do they work?

- Are there complaints by women faculty or administrators of harassment or bias? How are they handled? Don't wait for a lawsuit to find out.

- Is there a women's studies program on campus? What are its status and resources?

- Are women's athletic programs treated equitably compared to men's? What percentage of each sex participate, compared to the percent of students of each sex? Do you provide equal scholarships, equipment and supplies, travel accommodations and modes of transportation, coaching, academic tutoring, medical and other services?

Networks to Build

Having found some answers, you'll need to know how you stand compared to others, and what others have done to make change on campus. It's always more effective to have a network of support.

- Identify and get to know other women and men on the board sympathetic to equity for women.

- Contact the institution or system's affirmative

action office, equity officer, or a similar resource.

- Meet with women faculty and administrative leaders, as well as men sympathetic to their needs.
- Get acquainted with the work of national education associations that have addressed women's issues, such as the American Council on Education's Office of Women, at (202) 939-9300.
- Work with women's organizations, state government organizations and elected officials.
- Subscribe to this newsletter. (608) 251-3232
- Get to know your school's top women donors.
- Build a mentor relationship with another woman trustee, at this or another school/system.
- Become a mentor to a student.

Messages to Convey

Assuring that your school's culture values women means getting the message out.

- The experience of diversity enhances the effectiveness of the board.
- Women administrators deserve the respect of their position: women presidents, for example, are not addressed as "girls." (Trustees can often speak where women administrators may fear backlash.)
- Special attention needs to be paid to include women candidates in the pool for future board members, and for top administrative jobs.
- Every administrative and academic unit needs to have a goal of increasing diversity.
- The results of any research on the status of women on campus needs to be widely disseminated and analyzed.
- It is acceptable for women to discuss their skills and achievements.
- Any signs of backlash and animosity toward equity issues can be turned into learning experiences for the entire campus community.
- Complaints from women — administrators, students, faculty — need to be taken seriously.
- In discussing almost any institutional issue, ask if women and men use different language in discussing the issue or have different experiences.
- Women can be major donors, even trustees.

Actions to Take

What actions can you take, to get started and to create a continuing dialog at the top campus level?

- Sit in the student union and strike up conversations with women students to get their perspective on campus life.
- Question inequities in hiring, advancement, and salary of female faculty, administrators, and staff. Speak up for the need to include women candidates in hiring and promotion pools.
- Work for a permanent institutional commitment to women's studies.
- Periodically review all policies for differential impact on women.
- Prepare and disseminate regular reports on the

status of women on campus.

- Promote an institution wide concern for children and families and develop policies and programs that reflect this concern.
- Review all aspects of the sports program for women; promote change in any areas where inequities are found.
- Consider conducting a climate study to assess the environment for women. This can be done internally or externally, but it needs the public support of the president and board of trustees.
- Be visible; get involved on influential board committees.
- Lobby board members, legislators, and administrators for equity in all education arenas.

Finally, going back to our first category of ideas, Elizabeth Tegues points out that asking questions can be one of the strongest actions a woman trustee can take. She says that even if you are the only woman trustee and "you sometimes feel like you're in a wind tunnel, it's your responsibility to ask about equity and gender balance."

Sometimes, she says, you may feel, "Why do I have to raise the question? Why doesn't it occur to some of the males on the board? ... Still, you keep asking the question. You assume the administration is considering these issues."

For example, Tegues suggests that if the board is voting on cutting back a program — cutting a student service office from four to two staff — ask about gender balance.... "Women students are an important constituency."

Or, if the board is discussing athletic programs, "point out the issue of Title IX and federal funding," she advises. "This is a responsibility of the board. If football takes 80% of the athletics budget, the consequences are the board's responsibility."

There's no need, Tegues adds, to "fear resentment from other board members... After a while, they understand that [if you hadn't asked] we could have been in trouble here. After a while, you'll see the men begin to raise the questions."

Now, she says, there's no difference between how she asks about gender issues and how she asks about students' concerns, legal topics, or any other considerations. "I interlace the gender issues into policy discussions."

Tegues' advice isn't necessarily appropriate for every woman trustee. Like the above list, it can spark other ideas that will apply to an individual institution or system. And, it is a place to begin. ■

-DG

Other sources contributing: Association of Governing Boards 1994 "Women Trustees Workshop;" a summary of comments and concerns from a "Breakfast for Women Trustees" held at the 1993 AGB annual conference; "The New Agenda for Women Revisited" article by Donna L. Shavlik and Judith G. Toughton in *Educational Record*, Fall 1992.

A Tough Call: Choosing Your Response to Sexual Harassment

He teased, taunted, then touched you. Your internal reaction is outrage ... but many factors determine what will be your external response, or even whether you will respond at all.

Charlotte Krolokke, professor of speech communication at Humboldt State University CA, presented a paper on how communication goals, culture and race affect women's response to harassment at the October conference by the Organization for the Study of Communication, Language and Gender in Minneapolis.

Research indicates that about half the faculty women on campuses at the Universities of Minnesota and Pennsylvania reported unwanted sexual remarks and teasing, one-fourth reported deliberate touching or even attempted rape, and one-sixth reported pressure for dates or sex.

Krolokke interviewed 30 faculty women about how and why they respond, and applied previous research to help women determine their response. While recognizing that organizational response is important, she finds that "at times, women are forced to take individual action."

Although her data comes from faculty women, the suggestions apply to campus women in general.

Communication Goals

In responding to harassment, women juggle complex and often diverse communication goals.

First, *instrumental goals* are key. One might be to get the harasser to stop, but another might be to get a promotion, tenure or other enhanced job opportunities. The goals may seem incompatible.

Second, *relational goals* define the aspects of your relationships with not only the harasser and others in the department, but your family as well. If you expect changes in any of these relationships as a result of your action—or inaction—it may affect your choice of responses to the harassment.

Third, *identity goals* refer to how a woman sees herself: her psychological, sociological and physical self-image, self-respect, and the reputation she carries both within and outside the organization.

Consciously or unconsciously, women consider all three goals before choosing a course of action, Krolokke says. The messages to the harasser must possess the elements that are important, empower the woman, and reconcile the apparent contradictions, which makes choosing the most appropriate response very complex and difficult.

Transactive Communication Responses

Focusing on *assertive-empathetic communications* described as a woman expressing herself in direct, honest and appropriate ways, Krolokke says this strategy helps women stand up for their rights without violating the rights of others.

Verbal strategies include word choices such as, "I want ..." or "I feel ..." or "As I see it ..." and express the speaker's personal views.

Non-verbal communication must support the verbal assertions, which in a European American culture include a steady, firm, sincere and clear voice. Speech pattern is fluent without hesitation, facial expressions are open, eye contact is firm without staring and body movements are relaxed.

Empathetic assertions speak out about how you feel while putting yourself in the other's shoes, with sensitivity to his feelings and situation: "I don't mean to hurt your feelings, but it bothers me when you ..." or "I know you're busy right now, but ..."

In contrast, *non-assertive statements* are insecure and rambling, sometimes long and complex, with justifications that weaken their impact and avoid an argument and potential conflict.

"Of all the strategies women can choose from, non-assertive communication is the strategy mentioned most frequently ..." Krolokke says, quoting a key text on sexual harassment.

Examples are: "I wouldn't normally mention this, but ..." and "I'm terribly sorry to bother you, but ..." and even silence, a type of non-assertion that prevents the issue from even being raised.

Although these strategies can appear passive, they can be passive-aggressive if the accompanying non-verbal communication is very strong.

But usually it is verbally non-assertive, which in a European American culture includes a wobbly voice, whining tone, oversoft or overwarm, often in a dull monotone. Speech patterns are hesitant, full of pauses and throat-clearing, while facial expressions include ghost smiles, evasive or no eye contact and nervous body movements.

"Non-assertive communication leaves women angry about the behavior, but with no outlet for that anger," Krolokke says. Sometimes women are so surprised or shocked that they say or do nothing at the time, but resolve that in the future they will speak up against verbal or physical abuse. Some do, even several years later.

Because aggressive communication strategies can cause backlash by the sometimes quite powerful men they would be used against, most women did not use them, although some wish they had. Verbal or non-verbal, they make the woman clearly unapproachable and put her in charge.

Verbal examples include, "Why on earth did you do that?" and "I have a problem with that."

Non-verbal aspects in a European American culture include a very firm voice that can be sarcastic, cold, hard and sharp. Speech patterns are fluent, fast and sure. Facial expressions can include eyebrows raised in amazement, firm jaw and chin thrust forward. Eye contact is used to stare down and dominate another, and body movements include finger-pointing, fist-thumping and arm-crossing.

Confrontational Strategies

Reportedly *confrontational communication strategies* are the most successful ways to end both the hostile environment and quid-pro-quo types of harassment, Krolokke says, because they hold the harasser accountable for his behavior.

Four key aspects distinguish the behavior.

First, you name the behavior, such as, "Stop commenting on my appearance."

Second, you hold the harasser accountable for his behavior, and do not smile or let him redefine the situation.

Third, you make honest and direct statements

about the behavior without saying "please" or apologizing, and include no modifiers at all. "Stop leaning over my desk. You are two inches from me and I want you to move back right now."

Fourth, you demand that the harasser stop immediately.

Non-verbal aspects are critical, including strong and self-respecting body language, which is counter to a woman's socialization to take up as little space as possible, especially in public.

Strong non-verbal responses include your standing up, maintaining eye contact, taking your hands out of pockets and putting them on your hips, and keeping your head up. A strong tone of voice and deliberate body movements can verify the message.

And, end the message on your terms, with closing lines such as, "Don't ever do that to me or any other woman again," and then leave the scene or demand that the harasser leave.

Cultural Aspects of Communications

Both verbal and non-verbal strategies reflect differences in cultural tendencies. For example, a woman from a European American and Northern European culture, which tend to be individualistic, may be more comfortable verbally disclosing her feelings than one from a collectivistic culture like Asian.

And cultures such as Scandinavian and North American rely more heavily on direct speech and not so much on context. In contrast, high-context cultures such as Asian and Southern European are more indirect, so women from those cultures may have more trouble speaking directly.

Cultural aspects also affect nonverbal communication, with those from a high-contact culture like Latins and Arabs tending to stand very close while talking to a person, while Northern Europeans keep their distance, causing them to be seen as unfriendly or self-important.

A woman from a high-contact culture may be inclined to take up more space and so use assertive or confrontational communication strategies.

Race, Ethnicity Affect Communication

Differences between European Americans and African Americans can affect their ability to communicate. African Americans seem to have more intense speech, which can appear to be threatening to someone of another race.

In fact, some say that blacks see more danger of violence when people are *not* communicating with each other. Despite their arguments being loud, angry or abusive, the fact that they are willing to communicate implies that they are willing to work out their differences.

The Mexican American culture emphasizes the right to express feelings and ideas in a diverse and unique way. Women from that culture may be more vivid and passionate in their speech, while European American or Asian women are much more inhibited.

And those from an Asian American culture see silence as critical, a control strategy that ultimately gives power, although they may appear non-assertive to someone from another culture. ■

Contact Charlotte Krolokke at the Speech Communication Department of Humboldt State University CA at (707) 826-4229; e-mail chk1@axe.humboldt.edu

Part II – Women in Ph

Last issue we addressed how as major donors to programs that reflect their values, women can be change agents in higher education. And how to make sure development programs include women as donors. This month we address how to start a program, and how to solicit gifts from both professionals' and volunteers' perspectives.

How to Start a Women's Program

So you're convinced that it's important to attract women, both as donors and as fundraisers for your institution. How do you do it?

The formation of the "Women in Business Council" at the School of Business of the University of Wisconsin - Madison makes a great case study.

Karen Crossley, director of development for the business school, discussed the formation of the council at the National Network on Women in Philanthropy's national forum for development officers, held in Chicago this year.

Formed in 1993, the council advises the dean of the school of business, bridging the gap between the school and the business community. It identifies and addresses issues facing women in the business workplace, and educates women on leadership development and networking.

According to Crossley, there were key elements that led to developing the council:

- A committed donor with an initial gift. Phyllis Lovrien, a Madison business woman who was the first woman in her firm's local office to become a vice president, launched the council to support personal goals and to broaden initiatives to benefit both sexes in the business community.

While not an alumna, she previously donated to the school, and her interest in improving the business climate for women led university officials to call her early in the brainstorming process.

- A committed, supportive administrative leader. In this case, it was the Dean of the School of Business, Andy Policano. Supporting diversity at the workplace and in the business school was high on his agenda, and he continues to attend events, provide funds for speakers and publicize the project in his public appearances.

- Specific, tangible initial projects. Early participants brainstormed several areas of need in the community, and came up with an agenda. An early liaison has been with the state's Glass Ceiling Commission to develop a database of women and minorities to serve on boards of directors.

The council has also sponsored educational lectures, workshops and seminars, and focus groups to learn about and communicate the issues currently facing women in the business workplace. Finally, a mentoring program pairs students with successful women in Madison's business community.

- High level volunteer leadership. The council attracted business women who are well-connected and

anthropy are Raising Consciousness ... and Funds

The Ten Commandments of Fundraising Among Women

Maddie Levitt, a Des Moines philanthropist and member of the Executive Committee of the National Network on Women as Philanthropists (NNWP), was named the 1995 National Society of Fund Raising Executives Philanthropist of the Year. As assistant to the president for fundraising at Drake University, she recently chaired a \$131 million campaign. The list below appeared in the September 1995 NNWP newsletter, to which she added insights for WIHE.

1. Enjoy your fundraising efforts. You're giving other women the opportunity to feel good about themselves, by enabling them to help a cause they strongly believe in.

2. Regardless of the effort you are working for, make certain the project has a high degree of credibility, especially to you.

Leavitt notes that the recent debacle of New Era Philanthropy fund, losing millions of dollars for college and university investors, probably wouldn't have happened had major women donors been involved. "Men are just not as discerning as women" when it comes to checking on credibility. "They rely more on the 'good ole boy' network: If someone he knows and respects is supporting the cause, then it must be okay, thinks the potential male donor. Women are more likely to check it all out themselves.

3. Make your own commitment before you call on others. If your research shows the project to be credible and worthy of your support, then contributing to it should be your first action. And actions speak louder than words ...

4. Set high standards. It's extremely flattering for an individual to be asked for a "stretch" amount. Women who solicit men have found that there's essentially only one opportunity to ask, and you must use it. Men can often knock on the door again without rejection, while a woman is more likely to hear, "Look, I've already told you no."

5. Remember that you're working to benefit others, not yourself. When men agree to make fundraising calls, whether they admit it or not, they're thinking about satisfying their own egos

and making their friends happy. Women tend to agree out of their own beneficence.

6. If you believe your request has merit, resist the urge to apologize for asking for a donation, which women have a tendency to do.

7. Select the right person to make the call. If you're the professional, don't just ask anybody to accompany you on a call. Do your homework and find out who are the prospect's peers and colleagues, and select someone who can reach that person on a personal level.

If you're the volunteer, don't just agree to go on a fundraising visit because you've been asked to do it. Make sure you are the best person to do the job. The best person is the one with the closest personal or professional connection, someone whom the potential donor knows well and respects. Men tend to go on calls just because they've been asked. Women should be very selective, and not repeat their mistake.

8. "Thank you" is the most important phrase in the fundraiser's vocabulary. Women seem to understand this better than men, who typically have a support person send an impersonal thank-you letter. The more personally you communicate gratitude, the more it means to the donor.

9. Do your homework and get to know your prospect before making the call. Most importantly, find out her donor history. It's extremely embarrassing to go on a call, as either a professional or a volunteer, only to learn that the prospect has already donated. Or to find out that she's made it clear that her interests are in another area.

Know her position, socially and professionally, and where her interests lie. If her giving history indicates a strong tendency to give to the arts, you don't want to go in asking for funds for a swimming pool ... unless you've heard that her granddaughter is a champion diver.

10. Never leave a call feeling discouraged. You will have more successes than disappointments. While women tend to get discouraged more easily than men, only men tend to take it personally when they're turned down.

prominent in the community, primarily through peer recruitment.

- Well-placed collaborators in the community. The council has gained the support of and worked with local organizations of prominent female business and community leaders. These leaders see firsthand the need for a project such as this.

- A deliberate effort to become visible in the community and state. Public relations activities focus on media involvement and using high-profile

speakers.

- A serious commitment of volunteer and staff time to the effort. Never underestimate the amount of time a start-up endeavor takes, warns Crossley.

- Patience. Crossley urges anyone considering starting a program of this nature to think long-term and have patience in trying to raise funds. Or change the world. ♦

-DJ

CAREER CONNECTIONS

Reach 10,000 women in higher education for only \$230. Call Mary Zenke at (608) 251-3232 by the 20th.

UIC The University of Illinois at Chicago

CHANCELLOR

Nominations and applications are invited for the position of Chancellor of the University of Illinois at Chicago.

The Chancellor is the Executive Officer of the University and reports to the President of the University of Illinois. The University seeks a proven leader who will continue the successful development of the institution's academic programs and national stature.

One of the three campuses of the University of Illinois, UIC has an enrollment of 25,000 - approximately 9,000 of whom are enrolled in graduate and/or professional programs. A major comprehensive institution, UIC has an annual operating budget of \$900 million, and a separately funded research budget of \$90 million.

A defining goal of UIC is to take full advantage of its setting in a major metropolitan area. UIC's Great Cities Program promotes academic excellence in an urban context by fostering collaborations with external partners to address contemporary urban problems. UIC offers a full array of undergraduate, graduate and professional degree programs in its fifteen colleges and schools. The Health Sciences Center is one of the most comprehensive centers for educating health care professionals in the United States. It encompasses a 500+ bed hospital and the nation's largest College of Medicine.

The Chancellor must have significant administrative experience, an earned doctorate, and demonstrated leadership ability, as well as an understanding of the specialized mission of education and patient care in an academic health sciences center. Particular sensitivity to and skill with multi-racial and multi-cultural relations is required.

The Chancellor Search Advisory Committee will begin reviewing nominations and applications immediately, and will continue to accept applications until a new Chancellor is selected. To assure full consideration, however, candidates materials should be submitted by December 31, 1995, to:

R. John Solano
Chair, Chancellor Search Advisory Committee
University of Illinois
Office of the President (m/c 760)
414 Administrative Office Building
1737 West Polk Street
Chicago, Illinois 60612-7228

The University of Illinois is an affirmative action/equal opportunity employer.



Foothill-De Anza Community College Dist

VICE PRESIDENT Finance and College Services

De Anza College is now accepting applications.

The Vice President will provide strong leadership and vision in the planning, direction, administration and evaluation of all budget, fiscal services, human resources, and facilities. The successful candidate will possess a Master's in Business Administration or a related field and one year administrative experience.

Applications and complete job description may be obtained from:

Employment Services
Foothill-De Anza
Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(415) 949-6217

E-Mail: cms6438@mercury.fhda.edu

A resume and vita may not be substituted for a completed application. Job #96023. Deadline: November 17, 1995.
AAEOE.

PRESIDENTIAL SEARCH



LYNNWOOD, WASHINGTON

The Board of Trustees of Edmonds Community College invites applications and nominations for the position of College President.

The College

Edmonds Community College is located 20 minutes north of metropolitan Seattle on beautiful Puget Sound. Established in 1967, the College is a leader in innovative curriculum programming in international/global education. Outstanding faculty and staff teach and serve a student population of more than 10,000 on a quarterly average. The College's educational portfolio includes academic and college transfer degree programs, professional/technical education, developmental education programs, continuing education, corrections education, and a comprehensive English as a second language program.

Nominations and requests for application packets should be directed to:

Vaughn Sherman, Chair - Presidential Search Process
Edmonds Community College
20000 68th Avenue West • Lynnwood, WA 98036
Ph: 206-640-1239 • Fax: 206-640-1245 • TDD: 206-640-1210
E-mail: btrustee@edcc.ccc.edu

EDCC is an equal opportunity and affirmative action employer.

ILLINOIS COLLEGE Vice President for Academic Affairs and Dean of the College

Illinois College seeks nominations and applications for the position of Vice President for Academic Affairs and Dean of the College. Reporting directly to the President, the Dean is the second officer and chief academic officer of the College and directly supervises the academic departments, library, registrar, dean of students, and director of athletics.

The College is enjoying one of the brightest periods in its 165-year history. We are a Carnegie Baccalaureate (Liberal Arts) I, Phi Beta Kappa College, related to the Presbyterian and U.C.C. churches and known for low cost and high quality. Enrollment is nearly 1,000, ninety percent of the entering class ranked in the upper half of their high school classes, faculty salaries are in the top quintile for professors and associates and just below for assistants. We opened a new 30,000-square foot academic building in 1992 and completed new residence halls in 1992 and 1995. The market value of our endowment is above \$50 million, and we have no debt.

The successful candidate will offer experience with teaching, scholarship, and leadership. Credentials include a Ph.D. in a discipline represented at the College, a superior reputation as an undergraduate teacher, and commitments to publication and scholarly activity. Also important are integrity, imagination, experience with shared governance, and consensus-building, intellectual openness, a track record of attracting external support for academic projects, and a commitment to the small liberal arts college.

We seek a person who will contribute to initiatives, now under way among the faculty, to review the curriculum, improve teaching, and expand professional development. Other initiatives at the College include efforts to improve retention and increase diversity.

Review of applications by a committee of faculty, trustees, students, and staff will begin on December 11 and continue until the position is filled.

Apply with letter, c.v., and names and phone numbers of three references to Mrs. Mary Lou Scott, Assistant to the President, Illinois College, Jacksonville, IL 62250.

Equal Opportunity, Affirmative Action Employer



UNIVERSITY OF WISCONSIN- PLATTEVILLE

PROVOST AND VICE CHANCELLOR

The University of Wisconsin-Platteville invites applications and nominations for the position of Provost and Vice Chancellor.

Institution: One of 13 comprehensive universities in the University of Wisconsin System, UW-Platteville is located in Platteville, Wisconsin, a community of 10,000 situated in the rolling hills of southwestern Wisconsin approximately 70 miles southwest of Madison. The university has approximately 379 faculty and support staff and enrolls about 5,000 undergraduate and 225 graduate students. The university Mission Statement both stresses the importance of the intellectual and ethical development of its students through studies in the liberal arts and identifies institutional areas of emphasis in middle school education, engineering, technology management, agriculture and criminal justice.

Position: The Provost and Vice Chancellor reports directly to the Chancellor and serves on the Chancellor's Cabinet. As the chief academic officer of the university, the Provost/Vice Chancellor is responsible for the development and implementation of programs, curricula, and policies that support the academic mission of the university. Under the administrative direction of the Chancellor and working with the college deans, the Provost/Vice Chancellor provides vision and leadership for the university's academic programs, including the College of Business, Industry, Life Science, and Agriculture; the College of Engineering, Mathematics, and Science; and the College of Liberal Arts, and Education. Other areas of responsibility include admissions and enrollment management, outreach and extension, and the library. In addition, the Provost/Vice Chancellor works with the Chancellor and other campus administrators to provide support for University advancement activities and to articulate the university's mission to government leaders and the University of Wisconsin System administration.

Required Qualifications: Candidates for this position must:

- hold an earned doctorate and be qualified for a tenured appointment at a senior academic rank
- possess significant academic and administrative experience with demonstrated success at the dean's level or above
- exhibit a record of exemplary teaching, scholarship, and professional development
- possess budget and fiscal management skills
- have demonstrated ability to work effectively with various constituencies and support alumni and foundation programs
- have expertise in developing strategic plans, and setting institutional goals and priorities within the university's academic mission
- possess excellent communication and presentation skills
- have experience in effectively working with shared faculty governance
- be committed to the mission of the University of Wisconsin System and the more specific UWP Mission, and have an understanding not only of current trends and themes in higher education but also of its perennial themes and values.

Candidates should have special skills and experience in effectively promoting:

- accreditation and assessment processes
- continuous quality improvement initiatives
- information technology and distance education
- interdisciplinary programming and the importance of liberal education within the university's mission
- outreach and professional development
- recruitment of women and minorities

Salary: Competitive and commensurate with experience and qualifications.

Application: Interested applicants should provide the following: 1) a letter of application that addresses the position description; 2) a current resume; 3) the names, addresses, and telephone numbers of five references who can address the candidate's qualifications; and, 4) a copy of the applicant's transcript showing the terminal degree.

The position begins July 1, 1996, and the deadline for receipt of applications is December 1, 1995.

Application materials should be sent to Chair of the Provost and Vice Chancellor Search and Screen Committee, University of Wisconsin-Platteville, 1 University Plaza, Platteville, WI 53183-3099. Telephone: (608) 342-1262, Fax (608) 342-1270, Internet: JARED@UWPLATT.EDU.

UW-Platteville is an affirmative action/equal opportunity employer. Women and minorities are encouraged to apply. The names of nominees and applicants who have not requested in writing that their identity be kept confidential, and of all finalists, will be released upon request.



North Central College Naperville, Illinois

VICE PRESIDENT FOR ACADEMIC AFFAIRS and DEAN OF THE FACULTY

North Central College seeks a chief academic officer committed to teaching excellence and high standards...a good listener and a principled, energetic and creative leader.

Founded in 1861, North Central is an independent comprehensive liberal arts college affiliated with the United Methodist Church—with a distinguished academic tradition; a strong record of enrollment growth and fiscal success over the past quarter century; and an ideal location 30 miles west of Chicago's Loop, in a dynamic suburb of more than 100,000 and the fastest growing county in the northern United States. The College, one of *U.S. News & World Report's* "best regional institutions," serves 1400 full-time (median ACT, 25), 700 part-time, and 400 master's degree students, in day, evening and weekend formats—with an annual budget of nearly \$30 million, and a student/faculty ratio of 14:1. The 54 acre Naperville campus is "fully-wired" (voice, video and data).

Reporting directly to the president, the Vice President for Academic Affairs and Dean of the Faculty is responsible for all aspects of the College's academic program, including traditional undergraduate, continuing education and graduate. She/he will actively involve faculty in the refinement and implementation of a vision of North Central's future that realizes the full potential of the College's evolving model of comprehensive education—linking liberal arts and applied disciplines; students of diverse ages and backgrounds; undergraduate and master's programs; a committed teaching faculty and strong scholarship; and unparalleled out-of-classroom opportunities in the region with increased international emphasis.

The ideal candidate will have excellent teaching and scholarly credentials, in addition to an earned doctorate; relevant administrative experience (and a proven record) in areas such as budgeting, program development and innovation, and academic assessment; and a deep sensitivity to the values and ethos of historic liberal arts colleges such as North Central. Candidates or interested parties are invited to contact:

Professor Howard Mueller
Chair, Search Committee
c/o Office of Academic Affairs
North Central College
P.O. Box 3063
Naperville, IL 60566-7063
(708) 637-5353
ras@ncceq.noctrf.edu

The appointment becomes effective no later than July 1, 1996. Applications will be reviewed beginning October 30, until the position is filled. All replies will be held in confidence. E.O.E.



West Virginia Graduate College

DEAN, SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

West Virginia Graduate College invites applications and nominations for the position of Dean, School of Education and Professional Studies, who will occupy the James A. Rowley Distinguished Professorship. The Dean is appointed by the President, administratively responsible to the Vice President for Academic Affairs and provides leadership and direction for the academic and administrative functions of the School. The Dean's duties include, but are not limited to: implementation of policies, planning, supervising, and evaluating programs; representing the School faculty to the Vice President, other Schools, and administrative units within the College; preparing monitoring budgets; recommending appointments, promotions, and compensation adjustments; engaging in strategic planning and forecasting future resource needs of the School; and acting as liaison with other institutions of higher education, external accrediting approval agencies, and local school districts. Qualifications should include: an earned doctorate in a discipline pertinent to the School; a record of teaching, public service, and scholarly and creative achievements which warrant appointment and tenure at the Associate or Professor level; significant experience at an NCATE-accredited institution; a record of securing external funding; a minimum of five years of academic and/or administrative leadership experience; and experience with strategic planning and quality improvement programs.

Accredited by NCATE, the School of Education and Professional Studies offers eight master's degree programs, two education specialist degrees, and an Ed.D. degree offered jointly with Marshall University and West Virginia University. The School offers 17 professional specializations leading to licensure by the West Virginia Board of Education. The School provides program options in two divisions: the Division of Allied Services, consisting of psychology, educational leadership, humanities, and counseling and the Division of Curriculum and Instruction consisting of elementary and secondary education, special education, and reading education. The School has a strong commitment to professional development and continuing educational opportunities for area school districts and community agencies.

Applications, consisting of a letter of interest in the position, a complete *résumé*, and the names, addresses, and telephone numbers of at least three professional references who may be contacted during the screening process, will be accepted until the position is filled. The anticipated starting date is January 1, 1996. Applications may be submitted to the Human Resource Development Office, West Virginia Graduate College, 100 Angus E. Peyton Drive, South Charleston, WV 25303-1600; telephone (304) 746-1993; FAX (304) 746-1900. Applications in ASCII format may be submitted via Internet to jstephen@wvgc.edu.

WVGC is an EO/AA Employer

EASTERN MICHIGAN UNIVERSITY ACADEMIC DEPARTMENT HEADS

Eastern Michigan University is accepting applications for the following department head positions, available July 1, 1996. These are year-round administrative appointments. Applicants must hold doctorate; have at least five years of college teaching experience; and possess a record in teaching and scholarship sufficient for appointment at full professor level.

Accounting: Department has 24 faculty specializing in the areas of financial accounting, systems, auditing, taxation, managerial accounting and decision sciences. Must demonstrate ability to provide research leadership, perform administrative functions, develop collegiality among faculty and administration, and interact effectively with University constituencies and the professional community. Inquiries to Susan Moeller, telephone (313) 487-4140, fax (313) 487-7099. Application: letter of interest, cv and three references by December 1.

Economics: Department has 15 members with diverse interests; offers four undergraduate and three master degrees. Department head must be an effective spokesperson for department and provide leadership for faculty and program development. Area of specialization within economics open. Application: cv, three letters of recommendation, sample of recent research, evidence of teaching ability and statement summarizing management philosophy and goals for the department by December 1. Preliminary interviews may be conducted at AEA meetings.

Sociology, Anthropology, and Criminology: Department offers Bachelor's Degrees in Sociology, Anthropology, and Criminology, and Master's Degrees in Sociology and Criminology; comprises 21 faculty members serving about 650 majors and 300 minors. Necessary skills include budget and personnel management, program development, multicultural sensitivity, and ability to work in a collective bargaining environment. Application: letter of application, detailed cv and names of three references by November 15.

Leadership and Counseling: Position specifications, application directions and deadline not available y press time. Inquiries to Frank Gacloch, 313-487-0076 or daa.gacloch@emvax.emu.edu.

All applications should be submitted by deadline date indicated to:
Department of (see above)
c/o 204 King Hall
Eastern Michigan University
Ypsilanti, MI 48197

We strongly encourage applications from women and members of minority groups. EMU is an affirmative action/equal opportunity employer.



DEAN COLLEGE OF ARTS AND HUMANITIES

Humboldt State University invites applications and nominations for Dean of the College of Arts and Humanities, one of the four colleges of the University. Reporting directly to the Provost/Vice President for Academic Affairs, the Dean is the chief administrative officer of the College and provides leadership for the departments of Art, English, Modern Languages, Journalism, Music, Philosophy, Religious Studies, Speech Communication and Theatre Arts. The Dean also provides oversight of the Women's Studies program and KHSU-FM, the University's radio station. The College offers B.A., M.A. and M.F.A. degrees.

We seek candidates who professional qualities and experience assure superior leadership in all areas of academic endeavor. Candidates must demonstrate successful administrative experience in higher education, including budget management, program development, and a record of effectively working with faculty, students and staff; strong communication skills; commitment to shared governance and faculty consultation; commitment to affirmative action, cultural diversity and academic excellence with a demonstrated appreciation for and commitment to the humanities and the visual and performing arts, and commitment to artistic First Amendment freedoms. The successful candidate must present a record of excellence in undergraduate teaching and record of scholarship or creative achievement appropriate to the rank of full professor in the College. Evidence of ability in fund-raising leadership and demonstrated commitment to the use and evaluation of emerging technologies in teaching and learning preferred.

Humboldt State University, located in the rural redwood forest region of the California coast range, is the northernmost of the twenty-two campuses of the California State University System. A faculty of 370, represented under a collective bargaining agreement, works with approximately 7,000 students. Humboldt State is characterized by a balance of geographic beauty and academic quality.

We seek to fill this position by July 1, 1996. The University especially welcomes as candidates people of color, women, and persons with disabilities. For consideration submit a letter of application, a complete *résumé* and three letters of reference to be postmarked by December 8, 1995 to:

Chair, Dean of Arts & Humanities Search Committee
c/o College of Behavioral and Social Sciences
Humboldt State University
Arcata, CA 95521-8299
(707) 826-3716/FAX (707) 826-3717

HSU is an equal opportunity/Affirmative Action/Title IX employer.
The University hires only individuals authorized to work in the United States.

FERRIS STATE UNIVERSITY

DEAN COLLEGE OF BUSINESS

THE POSITION: Ferris State University invites applications and nominations for the position of Dean of the College of Business. The college consists of the departments of Accountancy, Computer Information Systems, Management and Marketing. In addition to an extensive array of 4-year undergraduate programs, the college offers an M.S. degree in Information Systems Management and a Master of Accountancy degree. The college is well known for its Professional Golf Management and Professional Tennis Management programs.

The successful candidate will be responsible for developing a vision for the future of an emerging college and must foster support for this vision within the college and the University.

QUALIFICATIONS: Candidates must hold an earned doctorate in business or related fields, must possess a record of creative and energetic administrative leadership, must have a distinguished teaching record, and must possess the ability to inspire multiculturally diverse populations to enhance excellence in teaching and service. The ability to promote ties with business and industry is desired.

SALARY: Salary is competitive and commensurate with experience and qualifications.

THE UNIVERSITY: Ferris State University provides practical, hands-on education to make its graduates immediately employable in their chosen fields in a diverse array of technical and professional programs. Ferris offers more than 100 academic programs through the Colleges of Arts and Sciences, Allied Health Sciences, Business, Education, Optometry, Pharmacy, and Technology to its 10,000 students. Included are associate's and bachelor's degrees, two master's degrees, and doctorates in optometry and pharmacy. FSU's main campus in Big Rapids, a city of 12,600, is located in the vacation and recreation area of West Central Michigan, 54 miles north of Grand Rapids.

Review of applications will begin November 15, and continue until the position is filled. The preferred starting date is January 3, 1996, unless otherwise negotiated.

APPLICATION: Send a letter of application, curriculum vitae, and names and addresses of three references to:

Dr. Ian Mathison
Chair, Search Committee
Ferris State University
220 Ferris Drive, Pharmacy 105
Big Rapids, MI 49307

Ferris State University is an Affirmative Action,
Equal Opportunity Institution.

FERRIS STATE UNIVERSITY

DEAN OF LIBRARY

THE POSITION: Ferris State University invites applications and nominations for the position of Dean of the Library. The Library has a staff of 33 and contains holdings which include 250,000 books, 97,000 periodical volumes, 3,500 periodical subscriptions, 70,000 Michigan and U.S. government publications and more than 80,000 audiovisual items. The Library serves students in programs offered in the Colleges of Arts and Sciences, Allied Health Sciences, Business, Education, Pharmacy, Optometry and Technology.

The Dean of the Library administers all library operations and services including budget preparation and management, collections and physical facility development and management in conjunction with the requirements of the colleges, coordination of policies and services with other State universities, development and application of new library technologies which provide greater access to and utilization of information, and coordination of public services and historical/archival services.

QUALIFICATIONS: Candidates must have a terminal degree in Library and Information Science and library administrative experience. The candidate must demonstrate organizational, interpersonal, oral and written communication skills. The candidate must also demonstrate the ability to develop and maintain positive relationships with library staff, multiculturally diverse student populations and faculty. The candidate must demonstrate an understanding of and commitment to the important role of resource sharing, library automation and new information technologies.

SALARY: Salary is competitive and commensurate with experience and qualifications.

THE UNIVERSITY: Ferris State University provides practical, hands-on education to make its graduates immediately employable in their chosen fields in a diverse array of technical and professional programs. Ferris offers more than 100 academic programs through the Colleges of Arts and Sciences, Allied Health Sciences, Business, Education, Optometry, Pharmacy, and Technology to its 10,000 students. Included are associate's and bachelor's degrees, two master's degrees, and doctorates in optometry and pharmacy. FSU's main campus in Big Rapids, a city of 12,600, is located in the vacation and recreation area of West Central Michigan, 54 miles north of Grand Rapids.

APPLICATION: Send a letter of application, curriculum vitae, and names and addresses of three references to:

Chair, Dean of Library Search Committee
Ferris State University
1346 Cramer Circle, Bishop Hall 408
Big Rapids, MI 49307

Review of applications will begin November 30, and continue until the position is filled. The preferred starting date is February 1, 1996, unless otherwise negotiated.

*Ferris State University is an Affirmative Action
Equal Opportunity Institution.*

UNIVERSITY OF MINNESOTA

Director of Distance Education

Search Extended

The University of Minnesota seeks a system-wide Director of Distance Education. The Director will lead in the development and acceptance of the university-wide vision for distance education, lead in the development of all university distance education initiatives including policy statements, grant applications, funding requests, opportunities for faculty development, and staffing, lead in the development, coordination, and implementation of distance education planning and programming, advance a research agenda for distance education, coordinate technical services for distance education production, instructional assistance, and scheduling infrastructures, chair the Distance Education Council, and represent the university at state, regional, and national governing bodies, conferences, and meetings dealing with distance education. The Director will report to the Dean of Continuing Education and Extension/University College.

Essential qualifications include an earned doctorate, at least three years' experience in distance education administration and programming in a higher education setting, and knowledge of instructional and distance education technology. Desired experience includes demonstrated leadership and experience in advancing a distance education agenda within a complex organizational environment. The position is a 100%, 12 month academic staff appointment. Depending on credentials, an adjunct faculty appointment is also possible. Salary is commensurate with the qualifications and experience to provide leadership in a major university.

Applicants should submit a letter detailing interest, experience, and qualifications relevant to this position, along with a curriculum vitae, and the names, addresses, and telephone numbers of three professional references to: Dr. David Grossman, Chair, Distance Education Director Search Committee, Continuing Education and Extension/University College, University of Minnesota, 150 Westbrook Hall, 77 Pleasant Street S.E., Minneapolis, MN 55455. Application deadline is December 15, 1995 (postmark).

The University of Minnesota is an equal opportunity educator and employer.



University of
Nebraska at
Omaha

DEAN COLLEGE OF ARTS AND SCIENCES

The University of Nebraska at Omaha (UNO) is the major metropolitan university of the four campuses of the University of Nebraska. Located in the heart of Nebraska's largest city, UNO is situated on 88.5 acres and surrounded by beautiful parks and residential areas. The university offers 100 undergraduate degree programs and 60 graduate degree programs and has a faculty numbering over 400. Student enrollment is more than 15,000. UNO is accredited by the North Central Association at the doctoral level.

The College of Arts and Sciences has 206 full-time faculty and approximately 80 part-time faculty organized into fifteen departments: Biology, Black Studies, Chemistry, Communication, Computer Science, English, Foreign Languages, Geography/Geology, History, Mathematics, Philosophy and Religion, Physics, Political Science, Psychology, and Sociology/Antropology. The College also includes four interdisciplinary programs: Chicano(a)/Latino(a) Studies, Environmental Studies, Native American Studies, and Women's Studies. The College serves over 4,000 undergraduate and 500 graduate majors and enrolls numerous undergraduates from other colleges in general education courses. Graduate programs exist in Biology, Communication, Computer Science, English, Geography, History, Mathematics, Political Science, Psychology, and Sociology/Antropology.

The Dean of the College of Arts and Sciences is responsible for the leadership and overall direction of the teaching, research, and service functions of the College. The Dean is expected to provide strong leadership in strategic planning and budget management. College priorities include increasing the cultural diversity of the curriculum, faculty, and student body, as well as enhancing the University's instructional and research mission. The Dean must have a strong commitment to the role of faculty in governance. The Dean reports to the Vice Chancellor for Academic Affairs, is a member of the Council of Academic Deans and Deans' Forum, and participates in the general academic leadership of the University.

Preferred qualifications:

- An earned doctorate in one of the disciplines of the College;
- A record of academic achievement in the discipline warranting the rank of full professor;
- A commitment to excellence in teaching and scholarly activity;
- A commitment to the promotion of liberal arts, global education, and preprofessional programs, as well as the College's major degree programs, within the University and community;
- A record of effectiveness as college dean, associate/assistant dean, or departmental chairperson;
- The ability to interact and work effectively with faculty, administration, staff, and students in a multicultural, collegial environment.

Salary is competitive and commensurate with qualifications and experience. Applications should include a letter discussing experiences and accomplishments relevant to this position, a resume, and the names, addresses, phone and FAX numbers of three or more references. Review of applications will begin December 1, 1995, and will continue until the position is filled. The University of Nebraska at Omaha is an affirmative action/equal opportunity institution. Applicants needing an accommodation should contact the Affirmative Action Officer at (402) 554-2262.

Direct nominations, applications, and inquiries to: Ernest J. Peck, Vice Chancellor for Academic Affairs, University of Nebraska at Omaha, Omaha, Nebraska 68182-0001. Phone: (402) 554-2262, FAX: (402) 554-4896.

MT. SAN JACINTO COLLEGE

Financial Aid Officer

(Search Reopened)

The new high growth (affordable) area in California; an aggressive building program; a student-centered environment where teamwork, service, innovation and excellence are recognized and rewarded; water, mountain and desert recreational areas; a supportive community environment and a collegial faculty/staff culture where diversity is valued, and a future orientation focused on high-tech.

All this and more at **Mt. San Jacinto College** in Riverside County. Come grow with us and build the financial aid department of tomorrow. This job will require someone who is an entrepreneur, a strategic planner, a re-engineer, a consensus builder, an innovator and a customer service adherent.

To learn more, please call, write, fax or E-Mail:

MSJC Human Resources
1499 North State Street
San Jacinto, CA 92583
(909) 487-6752, ext. 111, 2596, or 1150

FAX (909) 654-5971

Internet: E'GONZALES@MSJC.CC.CA.US

ASU ARIZONA STATE UNIVERSITY

Arizona State University
College of Fine Arts

Invites applications and nominations for the following three positions:

Chair, Department of Dance
Director, School of Music
Chair, Department of Theatre

These administrative positions will be available for the Fall of 1996, following the retirement of leaders who have served 18 years, 19 years, and 12 years respectively.

Complete details covering the positions and their requirements can be received by contacting the following persons:

Dance: Dr. Richard Loveless
602/965-9438
Email Address: IDRL@ASUVM.INRE.ASU.EDU
602/965-8338 FAX

Music: Dr. Julie Codell
602/965-6297
Email Address: JCFC@ASUVM.INRE.ASU.EDU
602/965-8338 FAX

Theatre: Dr. Toni-Marie Montgomery
602/965-6536
Email Address: IETMM@ASUVM.INRE.ASU.EDU
602/965-9073 FAX

The review of applications will begin in early December and continue until the positions are filled.

Arizona State University, located in Tempe in metropolitan Phoenix, is a Research I University of some 43,000 students. The Dance, Music, and Theatre programs each offer a full range of undergraduate and graduate degrees, and each has achieved national distinction. The successful candidate will enjoy a unique opportunity to lead excellent programs into the 21st century. **AAEOE**

Arizona State University
College of Fine Arts
P.O. Box 872102
Tempe, AZ 85287-2102

MUSEUM EDUCATION CURRICULUM SPECIALIST

The Tsongas Industrial History Center of the University of Massachusetts Lowell, College of Education is seeking a Museum Education Curriculum Specialist responsible for developing, implementing and evaluating the Center's Educational Programming, including training and supervision of employees who deliver educational programs.

Qualifications: Master's degree in related area, with doctorate preferred; experience as a classroom teacher or museum educator; teaching certification preferred. Position available October 1, 1995. Salary \$30,000 - \$53,622.00

Send cover letter and resume to Director, Tsongas Industrial History Center, Boott Cotton Mills Museum, 400 Foot of John St., Lowell, MA 01852. Position contingent upon funding. The University of Massachusetts Lowell is an Equal Opportunity/Affirmative Action, Title IX, H/V, ADA 1990 employer.

PRESIDENT SEATTLE PREPARATORY SCHOOL

Seattle Prep is a 100-year old Jesuit coed college preparatory school with an enrollment of 640 students and a staff of 70.

The President of the school is the CEO, accountable to a Board of Trustees, responsible for the Jesuit character of the school, its religious tone, educational programs and financial viability and is the chief liaison with the school's various constituencies.

A candidate should be an active Catholic, an experienced educator and administrator, have a Master's degree, exhibit proven skill in capital campaign and fundraising activities and have an understanding of and commitment to Jesuit education.

Seattle Prep is an Equal Opportunity Employer. Lay persons, women and people of color are encouraged to apply.

Contact Ms. Kyle Miller for an application packet.
Seattle Preparatory School
2400 11th East
Seattle, WA 98102-4098
(206) 720-9140
(206) 323-6509 FAX

Application Deadline: November 10, 1995

PENNSTATE



University Park
Campus

DIRECTOR CENTER FOR APPLIED BEHAVIORAL SCIENCES

Applications and nominations are invited for the position of Director, Center for Applied Behavioral Sciences (CABS). CABS is a unit of Penn State's Intercollegiate Research Programs which fosters multidisciplinary research in the behavioral, social, life, and physical sciences, engineering, and the arts and humanities. CABS' primary mission is the application of knowledge about human behavior to the solution of organizational problems. In addition, the mission includes a contribution to the education of Penn State undergraduate and graduate students through their involvement in field research and application. Current applied research projects are funded by private industry and by both state and federal agencies. Current staff members include an Interim Director, Associate Director, Administrative Assistant, Project Manager, Data Analyst, and a Post-Doctoral Scholar, as well as about 8 graduate research assistants. In addition, a number of faculty from various academic departments participate on specific research projects.

Duties of the Director include managing all CABS activities; securing grant and contract funding; and collaborating with other IRP units in research planning and activities. It is also anticipated that the CABS Director would have an academic appointment in an appropriate University department.

Candidates should have a Ph.D. in psychology or related discipline with an emphasis on applied aspects, such as represented in industrial/organizational psychology, tests and measurement, or human factors/engineering psychology; a history of successful grant and contract support; and a publication record consistent with a senior faculty appointment. Experience in multiple project management and research administration is highly desirable.

Candidates should send a detailed resume and a letter describing their interests and background to: Dr. William Taylor, Director, Intercollegiate Research Programs, 205 Kern Building, Dept. CHE, The Pennsylvania State University, University Park, PA 16802. Candidates should also include the names, addresses, and phone numbers of 4 references in either their letter or as part of their resume. For full consideration, applications should be received by December 1, 1995. Applications will continue to be accepted until the position is filled. The starting date of the position is open, but it is anticipated that it would be no later than August, 1996.

For additional information about CABS, contact Dr. James L. Farr, Interim Director, CABS, 207 Research Building D, Penn State University, University Park, PA 16802, phone (814) 865-3312, FAX: (814) 865-3309; email: J5F@PSUVM.PSU.EDU.

An Affirmative Action/Equal Opportunity Employer.
Women and Minorities Encouraged to Apply.



Kutztown University

DIRECTOR OF SOCIAL EQUITY AND CONTRACT COMPLIANCE

Kutztown University of Pennsylvania is seeking to fill the position of Director of Social Equity and Contract Compliance. The Director is responsible for the monitoring, coordination, and compliance with all federal, state and university affirmative action and equal opportunity laws, policies, regulations, and guidelines for all categories of employees at the university. The Director will also be responsible for monitoring the university's contract compliance program as it pertains to contractors doing business with the university as well as investigating disputes of social equity issues which includes complaints of discrimination and harassment. The Director reports to the Assistant to the President for Human Diversity.

Qualifications should include:

- A minimum of a master's degree required.
- A minimum of three years in social equity/affirmative action preferably in higher education.
- Experience in contract compliance.
- Evidence of leadership style which emphasizes collegiality.
- Evidence of ability to effectively work with members of the university community.
- Experience in working cooperatively with people of diverse backgrounds.
- Experience in program development.
- A proven record of budget development and management.

Twelve month full-time permanent position to be filled on or before May 1, 1996. Starting salary range is \$42,831 - \$53,504 depending upon qualifications.

Kutztown University of Pennsylvania is one of fourteen institutions of the Pennsylvania State System of Higher Education. With an enrollment of approximately 7,800 students, the university is situated between the cities of Reading and Allentown, Pennsylvania and is within driving distance of Philadelphia, Washington DC and New York City.

Applications must include a letter of application, resume and a minimum of three letters of reference. Deadline for the receipt of applications is December 29, 1995. Applications and nominations should be addressed to Ms. Doreen Tobin, Asst. to the Vice President of Student Affairs and Director of Special Projects, Kutztown University, Kutztown, PA 19530.

To request a disability accommodation, please contact Ms. Barbara N. Peters at (610) 683-4108.

Kutztown University is an affirmative action/equal opportunity employer. Minorities, women, the disabled, and Vietnam Era/Disabled Veterans are encouraged to apply.

THE UNIVERSITY OF OKLAHOMA

Director and Eberly Family Chair School of Petroleum and Geological Engineering

The College of Engineering invites nominations and applications for the position of Director, School of Petroleum and Geological Engineering. The Director, who chairs the department and formally reports to the Dean of the College of Engineering, holds the Eberly Family Chair. The Director is responsible for the academic, research, and administrative direction of the School. Other responsibilities include teaching, research, development of external funding and representing the School internally and externally.

The candidate for Director must have an earned doctorate in petroleum engineering or a closely related field and be eligible for a tenured faculty appointment. The candidate must have outstanding scholarship and leadership credentials, demonstrated management ability, and the ability to interact with leaders in business and government. Academic and industry candidates are encouraged to apply.

The School of Petroleum and Geological Engineering has a distinguished history of providing quality graduates and is housed in Sarkey's Energy Center. The School has ten permanent faculty members and offers bachelor, master and doctoral degree programs with an enrollment of 80 undergraduate and 50 graduate students. In addition, the School maintains an excellent relationship with industry, has an industrial advisory board, and active and loyal alumni.

The University of Oklahoma is a comprehensive university located in Norman just south of Oklahoma City. Norman has a population of 80,000 including 20,000 University of Oklahoma students. Norman offers an attractive quality of life, has an excellent public school system, and offers a wide range of cultural and recreational activities.

Candidates are requested to submit a letter of intent along with a detailed resume and the names and addresses of three references to:

Chair, Director Search Committee
School of Petroleum and Geological Engineering
The University of Oklahoma
100 East Boyd, Sarkey's Energy Center T301
Norman, OK 73019-0628

Nominations of potential candidates should also be forwarded to the above address. Initial screening of candidates will begin January 15, 1996, and the search will continue until the position is filled. The candidate will be expected to begin the appointment on July 1, 1996, or shortly thereafter.

The University of Oklahoma is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.



RICE

RICE UNIVERSITY

Director Program for the Study of Women and Gender

Full or Associate Professor. We invite applications from candidates of substantial academic and administrative accomplishment to direct an interdisciplinary, cross-cultural program established in 1992. Position is shared between the program and one of the humanities departments. The program offers an undergraduate major; faculty who teach in the program come from all areas of academic specialization. Send cover letter describing current research interests, curriculum vitae, and three letters of reference to Professor Helena Michie, SWG Search Committee, Rice University, c/o Dean of Humanities - MS 33, 6100 Main Street, Houston, Texas 77005-1892. Applications received by December 1, 1995 will be assumed of consideration; all applications will continue to be reviewed until the position is filled.

Rice University does not discriminate in employment against any individual on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or veteran status. University policy also includes affirmative action in seeking to recruit, hire, and advance women, minority group members, individuals with disabilities, Vietnam era veterans, and special disabled veterans.



The University of Texas
Pan American

COLLEGE OF BUSINESS ADMINISTRATION THE VF "DOC" AND GERTRUDE NEUHAUS CHAIR IN GLOBAL ENTREPRENEURSHIP

The Faculty of the College of Business Administration and the Neuhaus family seek an internationally recognized scholar to hold this Chair and contribute to the academic leadership of the Ph.D. program in Global Business Administration. Candidates must have a record of scholarship appropriate for appointment as a full professor, the ability to foster and develop a research environment, experience in a doctoral program, and a Ph.D. in entrepreneurship, international business, or a closely related field. Preference will be given to individuals with expertise in Latin American or North American tri-lateral business practices. An ability to speak or a willingness to learn Spanish is required.

The successful candidate will have excellent communication skills, evidence of innovative teaching practices, the ability to mentor doctoral students, a track record of successful interactions with the business community, and collegial leadership abilities.

The University of Texas-Pan American (UTPA) is located in the historic and scenic Rio Grande Valley where bi-cultural communities, low cost of living, family values, and Texas hospitality combine to create an exceptional living and learning environment. UTPA is the fifth largest and fastest growing institution in the University of Texas system with more than 13,000 students enrolling each semester. The 200-acre campus with Spanish-styled buildings and a plethora of subtropical trees and plants is located in the "All American" city of Edinburg just 20 miles north of the Mexican industrial city of Reynosa, Tamaulipas, 70 miles northwest of Matamoros, Tamaulipas, Mexico, 150 miles north of Monterrey, Nuevo Leon, and 70 miles west of South Padre Island, Texas.

The College of Business Administration has 50 full time faculty who serve 2600 B.B.A. and M.B.A. students. The undergraduate and master's programs are AACSB accredited and the Ph.D. in Global Business Administration will seek initial accreditation in 1999. Easy access to the Maquiladoras and numerous exchange agreements create a fertile environment for international business research.

The review of nominations and applications will begin October 15 and continue until the position is filled. Applicants should submit a letter of intent and full curriculum vitae directly to:

Dr. Linda McCallister, Dean
College of Business Administration
University of Texas-Pan American
Edinburg, TX 78539-2999
(210) 384-5087
UTPA IS AN AA/EEO EMPLOYER



The College of Business Administration FACULTY POSITIONS Ph.D. IN GLOBAL BUSINESS ADMINISTRATION

We offer a unique opportunity for scholars who would welcome the challenge of helping us develop our doctoral program in Global Business Administration. Now in its second year, we boast 22 excellent doctoral students, and we anticipate adding another 10 next year. Our program fosters a globalized view of business administration and also allows students to major in accounting/law, economics/finance, management or marketing. Out-of-country internships and research projects, faculty and student exchanges, foreign language requirements, international team teaching, and easy access to the Maquiladoras all contribute to the globalized approach to doctoral education.

If you are an innovative teacher, if you engage in cutting-edge global business administration research, and if you would like to contribute to the development of an environment where cultural diversity and academic excellence co-exist, then you might consider advancing your career by applying for one of the positions described below. The review of applications will begin October 15 and continue until the positions are filled. Applicants for all positions should have excellent communication skills, an ability to mentor others, a collegial approach to interactions, and a sincere appreciation of cultural diversity. An ability to speak or a willingness to learn Spanish is required.

Director of the Ph.D. Program in Global Business Administration

Successful applicant must have a record of international research appropriate for appointment at the full professor level, must have experience chairing doctoral dissertations, and must hold a Ph.D. in International Business, Management, Marketing, Finance, Accounting, or a related business field. The Director reports directly to the Dean and will contribute to the academic leadership of the doctoral program. Position is available immediately. Applicants should submit a letter of intent and full curriculum vitae to: Dr. Ercan Nasif, Department of Management, Marketing, and International Business, College of Business Administration, UTPA, Edinburg, TX 78539-2999.

Director of the Institute for International Business Research

Successful applicant must have a record of securing outside funding to support research efforts and must hold a Ph.D. in international business or a business related field. Rank is open depending upon qualifications. Experience chairing master's theses and/or serving on doctoral dissertation committees is desired. Position is available immediately. Applicants should submit a letter of intent and full curriculum vitae to: Dr. Susan Jarvis, Department of Accounting and Business Law, College of Business Administration, UTPA, Edinburg, TX 78539-2999.

Three Faculty Positions

Full time, tenure track positions are available in the areas of Management, Finance, and Accounting. Successful applicants must possess the Ph.D. and should have experience serving on doctoral dissertation committees. Applicants should submit a letter of intent and full curriculum vitae to: Chair of the Department of Management or Finance or Accounting, College of Business Administration, UTPA, Edinburg, TX 78539-2999.

The University of Texas-Pan American (UTPA) is located in the historic and scenic Rio Grande Valley where bi-cultural communities, low cost of living, family values, and Texas hospitality combine to create an exceptional living and learning environment. UTPA is the fifth largest and fastest growing institution in the University of Texas system with more than 13,000 students enrolling each semester. The 200 acre campus with Spanish-styled buildings and a plethora of subtropical trees and plants is located in the "All American" city of Edinburg just 20 miles north of the Mexican industrial city of Reynosa, Tamaulipas, 70 miles northwest of Matamoros, Tamaulipas, Mexico, 150 miles north of Monterrey, Nuevo Leon, and 70 miles west of South Padre Island, Texas.

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Physician-Manager

Karmanos Cancer Institute- Wertz Clinical Cancer Center

DETROIT MEDICAL CENTER AND WAYNE STATE UNIVERSITY

We are seeking a physician-manager director for a large, outpatient academic multidisciplinary cancer clinic. Detroit's Karmanos Cancer Institute is the newly organized integrated cancer system of the Michigan Cancer Foundation, the Meyer L. Prentiss Comprehensive Cancer Center of Metropolitan Detroit, and the cancer programs of Wayne State University and the Detroit Medical Center. We see 5800 new cancer patients annually at a new outpatient cancer center facility with 50 exam rooms, with more than 150 multispecialty physicians from hematology/oncology, multiple surgical disciplines, radiation oncology and support staff. The director will be responsible for coordinating all of the faculty and staff operations of the clinic, developing and implementing practice and research guidelines, monitoring clinical outcomes and performance, overseeing billing and collections, and planning and meeting financial targets and involved in development of managed care contracts. Candidates should possess experience in management of clinical practice groups, preferably in an academic setting. Salary will be commensurate with previous experience and academic background. Send CV to Dr. William P. Peters, Director, Karmanos Cancer Institute, 110 East Warren St., Detroit, MI 48302.

The Karmanos Cancer Institute, Detroit Medical Center and Wayne State University are equal opportunity affirmative action employers. Women and members of minority groups are encouraged to apply.



Northern
Michigan
University

Faculty Position Electronics Technology

The Electronics Department at Northern Michigan University seeks applicants for a full-time term faculty position. Teaching assignment is at the Mead Paper Company facility in Escanaba, MI. Courses taught will include lecture/lab courses in Basic Electricity, Semiconductors, Digital Electronics, Linear Circuits, Microprocessors, and Industrial Controls & PLC's. Other courses may be assigned depending upon curriculum needs. Duties also include committee participation, course development, and student advising, and participation in ITV courses and activities. This position involves the teaching of courses to Mead employees during the academic year in an accelerated industrial learning format. Employment begins in December, 1995.

Applicants must possess a Master's Degree in a relevant area. Industrial work experience, industrial training/teaching, college teaching, process control, or engineering experience are desirable.

Applicants should send a resume to:

Dr. William H. Rigby, Department Head
Electronics Department
Northern Michigan University
1401 Presque Isle Avenue
Marquette, MI 49855
(906) 227-2135

Candidate screening begins on November 1, 1995.

Northern Michigan University does not discriminate on the basis of race, color, national origin, gender, disability, or age in its programs or activities. Persons having inquiries regarding Americans with Disabilities Act (ADA) may contact the ADA Coordinator at (906) 227-2970.

Statement of Ownership, Management & Circulation

Title: *Women in Higher Education* (No. 1000003). Filing date: September 29, 1995. Issue frequency: Monthly, except combined July-August issue. Number of issues published annually: 11. Annual subscription price: \$75 USA, \$85 Canada, \$95 elsewhere. Office of publication: 1934 Monroe St., Madison WI 53711. Location of the headquarter or general business office: 1934 Monroe St., Madison WI 53711. Name and complete address of the publisher, editor, managing editor, and owner: Mary Dee Wenzinger, 1934 Monroe St., Madison WI 53711. Bondholders, mortgagees and other security holders with 1% or more of stock: None.

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This statement will be published in the November 1995 issue. I certify that all statements made by me above are true and complete. Signature of publisher: Mary Dee Wenzinger. PS Form 3526.

THE AMERICAN UNIVERSITY IN CAIRO

Applications are invited for these faculty openings:

Arabic Language and Culture – An assistant professor (non-tenure track) with additional qualifications in foreign language teaching methodology and experience in administering language teaching programs. Teach undergraduate and graduate courses in Arabic language, Arabic linguistics, Arabic phonetics and related subjects in addition to teaching Arabic language to non-Arabic speakers at all levels. Also supervise practice teaching and M.A. theses work in the Teaching Arabic as a Foreign Language program and assist with preparation of teaching materials. Also share in administering the various programs of the Arabic Language Institute including directing the ALL itself. Strong background in Arabic grammar, Arabic native-like fluency, excellent English, experience in administration, experience and demonstrated knowledge of teaching Arabic as a foreign language and a Ph.D. in Arabic language required.

Arabic Literature – Arabist to teaching courses in classical Arabic literature such as survey courses both in Arabic and in translation, pre-Islamic and early Islamic literature, classical literature of the Abbasid period, and history of Arabic literary criticism. Also participate in core curriculum general interdisciplinary seminar.

Middle East History – A historian competent in Arab/Islamic history from the rise of Islam to the present and with specialization in modern Middle East history, to teach in English undergraduate and graduate courses on 19th and 20th century Middle East history and a survey of Arab history. Teaching assignment may include the core curriculum's interdisciplinary seminar.

Finance, Accounting, and Management – faculty openings to teach Finance, Accounting and Management. In addition to a doctoral degree from an accredited institution, applicants should have demonstrated experience and/or interest in developing countries, preferably the Middle East.

Computer Science – to teach undergraduate and graduate courses in one or more of the following specializations: theoretical computer science, artificial intelligence and expert systems, distributed systems and parallel processing, data and knowledge bases.

Construction Engineering – to teach undergraduate and graduate courses in the following areas: (a) construction methods and techniques, and construction equipment, (b) hydraulics, water resources, water pollution and waste water management.

Mechanical and Industrial Engineering – to teach undergraduate and graduate courses in the following areas: (a) Fluid mechanics, thermodynamics, heat transfer, and numerical and computational methods; (b) Design of mechanical systems and components, advanced CAD systems, and design methodologies and optimization; (c) Solid mechanics, system dynamics, mechanical vibrations and automatic controls; (d) Engineering operations research, work analysis and design, production and inventory control, engineering economy, simulation and systems modeling, facilities planning and design, and management of engineering projects; (e) Materials and materials testing, polymers and composites, failure of mechanical components, welding and casting, metal forming and material removal.

Environmental Engineering – to teach undergraduate and graduate courses in the following areas: industrial pollution prevention, environmental impact assessment and risk analysis, environmental management, cleaner technologies, air pollution, solid and hazardous waste.

Economics – five faculty openings available in the following areas: to teach (1) Graduate courses in advanced microeconomics, advanced topics in applied economics, economics of public enterprises, and undergraduate courses in agricultural economics, international trade and environmental economics; (2) Intermediate level courses in macroeconomic theory, and graduate courses in advanced macroeconomic theory, economic growth and development, economic policy, advanced topics in economic theory and advanced topics in applied economics; (3) Graduate courses in advanced topics in applied economics, project evaluation, and undergraduate courses in economics of Egypt, selected topics in development economics and economic development; (4) Graduate courses in economics of human resources, intermediate level courses in microeconomics, and undergraduate courses in economics of human resources, public finance and economic planning and project evaluation; (5) Introduction to macroeconomics, intermediate macroeconomics, agricultural economics, selected topics in economic theory, quantitative applied economics and CGE modeling.

Freshman Writing Program – experienced Writing and Rhetoric teachers to teach writing, rhetoric and research in the Freshman Writing Program. Experience in teaching writing using computers will be a plus. M.A. in a related field in literature or the humanities is required.

English Language Teachers – experienced instructors to teach English as a Second Language in the English Language Institute. The M.A. in TEFL is required at the time of application. Several years of teaching experience, including at least two years of international experience, are required, along with EAP experience and a commitment to instructional improvement. Experience in curriculum and materials development, CALL, and program leadership is highly desirable.

Journalism – an all around faculty with strong professional news background, including radio, to teach basic media reporting, writing, editing and production courses, and to help develop effective instructional use of new radio equipment and studio facilities. Evidence of exceptional teaching ability and advanced academic credentials extending qualifications to mass communication theory and issues courses will be especially welcome.

Mathematics – to teach undergraduate courses; all areas of mathematical sciences will be considered, especially calculus, differential equations, mathematical analysis, numerical analysis, real, complex and functional analysis and algebra.

Biology – to teach General Biology and a section of the core curriculum's required course in Scientific Thinking. Preference will be given to specialists in environmental biology and/or botany.

Film History and Theory – a film historian/theorist to teach introductory film courses, and selected topics courses in film on specific areas within the teacher's special field of expertise, including documentary film. The position also may require teaching in an interdisciplinary Eastern/Western civilization course which follows a lecture/tutorial format. Candidate will be expected to organize campus film series and festivals, occasionally in conjunction with outside cultural organizations. An interest in Third World Cinema and, above all, basic video production experience a definite plus.

Artist/art historian – to teach introductory 2-D studio art classes as well as survey courses in art history and Selected Topics classes in Art on specific areas within the instructor's special field of expertise. Applicants must have a terminal degree and significant exposure as a practicing artist.

Psychology – an opening in clinical psychology to teach undergraduate courses such as General Psychology, Personality, Abnormal Psychology, Assessment of Individual Differences. Possible teaching assignment in the core curriculum interdisciplinary seminar, possible participation in University Counseling Center. Areas and theoretical specializations open. The position will probably be filled at the assistant or associate professor level.

Assistant Director for Rare Books, Special Collections, and Archives – to be responsible for overall management of the operations of the Rare Books and Special Collections Library. Responsibilities include participation in and/or supervision of collection development, reference and bibliographic instruction, and conservation and reprographic activities. Required qualifications include a graduate degree in librarianship, with a second master's degree desirable; minimum of five years of professional experience with increasing responsibilities, preferably in special collections librarianship or archival administration; fluent English required; fluent Arabic and working knowledge of other languages useful; computer literacy and knowledge of contemporary standards of special collections librarianship essential.

Coordinator of Cataloging – Coordinate the preparation of bibliographic and holdings records for materials in all formats in accordance with appropriate international standards and institutional needs, and for the development and execution of cataloging policy in consultation with other staff. The Library is in the process of migrating to a new automated system and of extending bibliographic control to its collections of non-book materials. Required qualifications include a graduate degree in librarianship, with a second master's degree desirable; minimum of three years of professional library experience in cataloging to U.S. standards; familiarity with automated library systems; fluent English required; fluent Arabic and working knowledge of other languages useful.

The Ph.D. degree is required for all positions unless otherwise indicated above. AUC particularly seeks applicants with a demonstrated record of strong promise of excellence in teaching. For most positions, scholarly/research experience or potential is expected. Except where specified, appointment may be made at the Assistant, Associate or Full Professor rank. All positions require fluency in English, the language of instruction. Normal teaching load is 9 hours per semester for all except language instructors, whose load is 15 contact hours per week. All are two-year appointments (renewable) beginning September 1996. Rank, salary according to qualifications and experience. For expatriates, housing, round-trip air travel to Egypt, plus schooling for up to two children included. Write with curriculum vitae to: Dr. Andrew Kerek, Provost, The American University in Cairo, 866 United Nations Plaza, Suite BI-517, New York, New York 10017, preferably before November 30, 1995. AUC is an equal opportunity employer.

THE LAST LAUGH

A Fall College Tour: 'Now is Your Only Chance to Do This, Mom'

Ever wonder how a 17-year-old high school senior happens to choose your school out of the 3,300 U.S. institutions of higher education in the U.S. and 114 in Canada? I don't know either, but maybe you can learn some from our adventure.

Last month, as the mother of Liz Farrington, I drove a rented red Baretta on a six-day tour covering five states, five colleges, four motels, and many Mc Chickens. And lived to publish this issue.

Friday at 5 p.m. we flew from Madison WI to Albany NY and rented the car, tooling through winding lanes covered with crisp red maple leaves to Manchester Center VT. There many cash registers recorded purchases to create a Campus Interview Wardrobe that would be as impressive as her SAT and ACT test scores, GPA average and standing as a National Merit Scholar Semifinalist.

Sunday was the gender issues conference at the University of Vermont in Burlington. There I met several subscribers and learned a great deal, which you will read about in this and subsequent issues.

Simultaneously my VISA card traveled to many more shops on the mall, completing the Wardrobe.

Tuesday we zeroed in on our first target, a small college called Dartmouth, just over the river in New Hampshire. Arriving a half hour early, we toured the campus three times. I impressed her by pointing out the residence halls, student center, president's house, classroom buildings, library and admissions office, only twice consulting the map.

We met at the bookstore, where she found that the school color was her favorite, green, "a good omen." A green Dartmouth hat came home with us.

She reported that her interviewer was a senior, since all the admissions folks were out recruiting. It struck me as odd that no professionals welcomed a serious candidate, all searching for the lost sheep.

Since this was her first interview, she was surprised by questions like, "Why do you want to go to college?" She answered, "I've always known I was going to college. At my high school, 82% of the students go to college. What else would I want to do?" We hope the interviewer was impressed by the decisiveness, if not the content, of her response.

Next stop was another small school in a small

town, Smith, where she hooked up with a freshman who had graduated from her high school. After an interview by a real admissions counselor, she got a private tour of the campus by her friend, and a Smith sweatshirt. I got an info session and a tour.

There I learned the rules for early decision, the options to pay over four, 10 or 20 years, Smith has no required courses, and the best predictor of success was the high school GPA.

She was invited to stay in a residence house overnight and ditched me, apologizing, while I looked forward to a bit of solitude and the chance to write up an article from the Vermont conference.

Next stop was Amherst: no interview or tour, so we took our own 10-minute campus tour by car.

That afternoon, we crossed into Connecticut and pulled into Wesleyan, where her interviewer again was a senior. He was very impressed with her leadership experience in student government.

On my campus tour I learned that the small graveyard on campus contained no remains (which officials moved in the 1960s, before the students decided to do so) and saw a whole building for students who are not theater majors to put on plays.

Again she was invited to stay overnight in a residence hall, this time in a bed, as her friend's roommate had gotten homesick and left. I found a cheap motel and wrote another article for this issue.

I met her outside the hall and we found the campus bookstore, where she selected a shirt.

After our circle-and-spiral route failed, we bought a map and proceeded to Poughkeesie, where we drove around the impressive Gothic campus of Vassar. Luckily the guard at the gate let us in, although he confessed that he was tempted to tell us it was the state hospital instead of Vassar.

I won't disclose her first choice of college. But I am very grateful to have had a small impact on the choice. It is an excellent (but very expensive) school, and it is more than 1,000 miles from home.

She is prepared to do what it will take to get in, including opting for the early decision and meeting local alumni to solicit letters of support. I hope they recognize how lucky they would be to get a student of her quality. And they offer lots of financial aid.

If not, I figured the cost of her attending for one year would just about be covered by 131 more small job ads, or a contribution of \$15.94 from each WIHE subscriber. Stay tuned. ♦

Mary Dee Wenniger

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Joint Efforts Help Colleges Recruit and Support Dual Career Couples

Katherine and Edwin met when he was on the faculty and she was in grad school in literature at the University of Wisconsin. When she graduated, financial independence was important. But the only job she could find was four hours away, so she stays there weekdays and comes home on weekends.

For tens of thousands of academic couples like them, finding good jobs within decent commutes can be tough or impossible. Many a career and/or marriage has fallen victim to the forced choice.

Now schools are getting wise and getting together to recruit and support couples, using cooperative techniques and advertisements to list more than one job at more than one school.

For couples routinely challenged by the system, this could signify a new trend in making college campuses more family-friendly, and an increase in awareness of the issue among qualified candidates.

Some are formal consortia, and some are looser connections. But the result is the same: Couples get a little help in their academic careers. It's about time.

• **Five Colleges Inc.**, in western Massachusetts, has members within 11 miles of each other. They are Amherst, Hampshire, Mount Holyoke, and Smith Colleges, plus the University of Massachusetts at Amherst.

Last month they ran a large ad in *The Chronicle of Higher Education* alerting dual career couples to 38 faculty job openings, including department name, deadline and the contact person.

Five College, Inc. didn't run its ad primarily to recruit faculty applicants, according to consortium head Carol Angus, "although we're happy if more women and minorities apply."

Rather, she explains, they started the composite listing as a service to dual career couples in recognition of the difficulty couples have in finding jobs for both spouses and tracking openings.

For example, one spouse applies for a position in the music department, but the other may not remember seeing an ad for the math department at a nearby school. Or, they may not know what other schools are nearby. Angus adds, "We're simply alerting people

to the opportunities, and helping them keep track of where the jobs are."

The group also supports dual career academic couples through its Five Colleges Associates Program, which serves those who have just finished terminal appointments or are faculty partners.

Although no stipends are available, trailing spouses and others get a professional affiliation, letterhead, mail box, clerical and library services, photocopying and access to faculty seminars.

• **The Central Pennsylvania Consortium**, composed of Dickinson, Gettysburg, and Franklin & Marshall Colleges, also recently ran a joint ad alerting job-seeking couples to faculty openings.

Having used a joint ad for three years, the consortium credits the ad with its increase in applicants. Although campuses are about an hour and 20 minutes apart, it's important to let applicants know of the other positions, said a spokeswoman.

• **The Claremont Colleges of California** ran a joint ad in October 1994 listing 33 job openings for fall 1995 at The Claremont Graduate School, and Claremont McKenna, Harvey Mudd, Pitzer, Pomona and Scripps colleges.

Fewer openings and the departure of the dean who organized it last time prevented them from repeating it this year.

• **Less formal is an allegiance of Maine colleges,**

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in which Bates, Colby and Bowdoin colleges advertise positions together.

Although Bates doesn't track applicants through the hiring process, the college always receives a good number of inquiries after its publication.

The Right Signals

"Even if you have one pairing, the ad is worth it. It sends the right signals," explains Joan Senzenbacher, director of women's studies at Colby. "It's hard to find opportunities in a rural area."

If the measure of success is one placement, the Maine colleges have succeeded. Senzenbacher cites a woman hired in Colby's economics department and her husband hired in economics at Bates.

According to Ann Ostwald, assistant to the dean for academic affairs at Bowdoin, her college has also had at least one joint hire, a faculty member whose spouse was hired as an administrator at Bates.

Ostwald notes that Bowdoin receives many calls "just to say thanks for running the ad" and stresses that the ad is about more than simply attracting additional applicants.

"It spurs interest beyond academic couples," she says. After three or four years of running the composite ad, "the difference now is that people are recognizing the importance of the issue of academic couples." ■

-DG

For more information, contact: Carol Angus, Five Colleges, Inc. (413) 256-8316; Joan Senzenbacher, Colby College (207) 872-3384; Ann Ostwald, Office of the Dean for Academic Affairs, Bowdoin College (207) 725-3579.

3,000 Bricks Honor Both Well-Known and Obscure Heroines At Iowa State's Plaza

Almost 3,000 bricks inscribed with names from Hillary Rodham Clinton to someone's stepmother pave a horseshoe shaped plaza at newly renovated Carrie Chapman Catt Hall at Iowa State University.

At the October dedication, more than 1,500 supporters stood in pouring rain to participate. A lunch scheduled to serve 400 instead served 1,292.

Called the Plaza of Heroines, the brick terrace has generated at least \$450,000 for the renovation.

It provides a distinctive entrance to the Carrie Chapman Catt Hall, an 1893 Victorian building newly renovated to house the Center for Women in Politics and the College of Liberal Arts and Sciences. The college is the single largest on campus, and now has its first woman dean, Elizabeth Hoffman.

Dedicated to helping women develop their leadership skills and feel comfortable in running for public office, the Center for Women in Politics was established in 1992.

Women Win Elections

It is based on information that shows that when women run for office, they stand a good chance of getting elected. The center is dedicated to getting them

interested in and capable of running for office.

Catt, a 1880 Iowa State alumna and suffragist, founded the national League of Women Voters in 1919. The Iowa league paid \$25,000 for the plaza's centerpiece, which features a dedication to Catt and a yellow rose, symbolizing the suffrage movement.

"This building is an interactive, collaborative experience," explained Carole Horowitz, interim program coordinator for the center. "There's pride in ownership. And someone is always out there, looking at the bricks."

Bricks for All Budgets

Three kinds of bricks line the plaza. Big cement pavers sold out at \$500 and \$1,000. Some smaller red bricks remain at \$100. A computer registry lists each brick, include a guide to its location, donor, and biography and photo of the person featured.

The idea came about collaboratively, Horowitz said. While discussing remodeling plans, someone suggested a brick plaza out front. Another said why not put important peoples' names on the bricks?

Kay Kirkman, development officer for the College of Liberal Arts and Sciences, had the job of funding the renovation. She suggested "selling" the bricks as a fundraiser, talking with campus leaders including deans and faculty, and Patty Jischke, the wife of the University's President. Expecting to sell 1,000 to 2,000 bricks, they have sold almost 3,000.

Heroines include the rich and the famous, and ordinary folk: First Lady Hillary Rodham Clinton, civil rights activist Rosa Parks, TV talk show host Oprah Winfrey, birth control advocate Margaret Sanger. And bricks honor mothers, sisters, friends and Iowa State professors. At least one man is there: popular former local radio newscaster Jack Shelley.

Bricks are available at \$100. Call (515) 294-360. ■

WOMEN

IN HIGHER EDUCATION

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Mission: To enlighten, encourage, empower and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.

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LSU Athletes Sue for Gender Equity; Outrageous Testimony Punctuates Trial

When five women athletes sued Louisiana State University for dragging its feet in adding women's softball and soccer, they probably didn't anticipate help from testimony by the good old boys themselves.

Their remarks should make it easier for U.S. Judge Rebecca Doherty to decide whether LSU is violating Title IX of the Educational Amendments of 1972 in not providing equal opportunities for women. Reports are from the October 16-31 and November 3-7 issues of *The News Advocate* of Baton Rouge.

Some of the more outrageous testimony alleges:

- There is no written plan for gender equity in LSU athletics, not even a draft, although the NCAA ordered the plan a year ago.
 - Although LSU had hired a coach for women's softball, they neglected to show her plans for a new field until the trial began last month. The field is designed for men: distances are wrong between the rubber and the plate, from the plate to the fences, and from sidelines to foul lines. The infield has grass.
 - Plans do not include locker rooms, restrooms, concessions, public address system or press box.
 - Between 1991 and 1994, the ratio of female to male athletes receiving scholarship money has remained the same. About 115 females and 300 males receive money, and females get about a third of it.
 - Athletic director Joe Dean was quoted as saying he thought the school dropped women's softball in the 1980s because of lesbianism on the team.
 - Five LSU coaches testified that the promotions department doesn't work as hard for women's sports.
 - Associate Athletic Director Greg LaFleur, a former football player, testified he had a gut feeling in 1990 that LSU should add two sports for women, but wasn't told to think about it until 1993.
 - LaFleur is the "senior woman administrator" for NCAA affairs. He said AD Joe Dean believes women's sports do not need a separate coordinator.
 - A male student testified that Dean said he'd like to start a women's soccer team because the players look "cute" in their shorts.
- The testimony should make the ruling a gimme.

College Free to Control Prof's Speech

Professor Dean Cohen uses a confrontational teaching style in his English and film classes – including discussions of obscenity, cannibalism and sex with children – to get his students to think.

But a woman in his class at San Bernardino Valley College filed a sexual harassment suit when he refused to let her write about a topic other than pornography, looked down her shirt and offered a higher grade if she would meet him in a bar.

A faculty committee found that he had created a hostile learning environment, and recommended sanctions. The board of trustees agreed.

It ordered him to explain his content and teaching style to students in the syllabi, attend a sexual harassment workshop, undergo a formal evaluation, and modify his teaching techniques so they didn't impede students' ability to learn.

Cohen then filed a civil suit against the board, alleging violation of his First Amendment rights.

The court ruled that the college's harassment policy was clear and gave notice that the school could regulate employees' speech, according to *The College Administrator and the Courts*, October 1995.

Looking for a Friendly Law School? Go For Newer Ones, with More Women

Women students who want an accommodating law school should stay clear of the oldest, most respected ones, according to a survey in October's *National Jurist*, a journal for law students.

It ranked 168 law schools on their percentage of women as students, students leaders, faculty and administrators.

The top five were North Carolina Central School of Law, CUNY School of Law NY, Northeastern University MA, Santa Clara University CA and Arizona State University. Harvard Law School ranked next to last because its faculty is only 15% women. Yale University Law School ranked 145 and the University of Pennsylvania ranked 139.

Explaining the results, Dean Donald G. Gifford of the Maryland Law School said many of the top ranking schools are relatively new, and so are their faculties. "They haven't had large blocks of tenured faculty," he noted.

More Canadian Women in Engineering

At a 1992 University of New Brunswick conference on women in engineering, participants set a goal of increasing the percentage of women engineering students from 7% to 10%.

Three years later, it's 14%, one of many milestones for Canadian women in engineering:

- The first woman dean, Hoda ElMaraghy, was appointed at the University of Windsor in 1994.
- One-fifth of all undergraduate and master's students are women.
- More engineering profs at Canadian universities are women, 5%, up from 2.2% in 1991.

Even more women engineering faculty are needed as role models, ElMaraghy said. "We need not only to hire them, but ... help them stay, by giving them as much support as possible, mentoring, and making sure the environment is hospitable and encouraging and sensitive to their needs as women in that profession," according to *University Affairs*, November 1995.

NCAA Proposals Would Cut Women Representatives on Key Committees

Current proposals for restructuring the leadership of Division I governance would be a step backward in representation for women, according to Patty Viverito,

senior associate commissioner of the Missouri Valley conference.

While the current rules call for one-third of appointments to go to women, one-third to men and one-third unallocated (virtually all now going to men), new proposals would change that. The most recent Division I cabinet appointment proposal would reduce the guarantee of women to five of 26 positions, or 19%.

Last spring the committee on women's athletics recommended a 40%-40% female-male guarantee with 20% unallocated for the Division I management council. The National Association of Collegiate Women Athletic Administrators is calling for a guarantee of 40% women within all councils, cabinets and committees below the Division I level.

Delegates will discuss basic concepts in the new structure at the 1996 NCAA convention in January.

Bigwigs No Longer Immune to Campus Women's Charges of Sexual Harassment

The days of women kowtowing to the sexual demands of top college and university leaders are coming to an end, as more women find the courage to blow the whistle on their harassers.

- At Paul Quinn College TX, former VP of enrollment Marilyn Marshall has filed a \$5 million lawsuit accusing President Lee E. Monroe of a continuing pattern of sexual harassment.

Details include his asking her to accompany him to Mexico, propositioning her and putting his hand on her thigh. When she refused his advances, he transferred her to a deserted campus in Waco, where the only other employee was a security guard.

A trustee said the board had investigated her complaints and "... felt even more confident of [Monroe's] leadership and integrity," notes *The Chronicle of Higher Education* on November 10, 1995.

- At Morgan State University MD, the chair of the board of trustees was forced to resign after charges that he harassed a university lawyer.

In a letter to the President, Julie Goodwin accused Joseph Reid of improper sexual advances on two occasions. That same day, President Earl Richardson notified the governor, whose representative discussed the issue with Reid, and Reid resigned, according to the *Baltimore Sun*.

- At Texas State Technology College, President J. Gilbert Leal was suspended for three months after the dean of the school of business charged that he had harassed her for 10 years, and raped her in her office in 1992.

After investigation, the school called it a 10-year affair that was consensual, but suspended him because it considered a consensual relationship between two executive officers inappropriate.

- At the University of California at San Francisco, a psychologist who advises corporations about sexual harassment is being sued by a former graduate student and research assistant.

After she broke off an affair with John Harcher, Candace Love was fired from her job and thwarted in her graduate studies. In a case of "too close for comfort," Harcher was her dissertation advisor, trainer in psychology, and boss at his consulting firm counseling businesses on sexual harassment.

She is suing both him and the school.

Rollins College Baseball & Crew Teams Stand Up to Show Respect for Women

Because male athletes have a higher than average rate of sexual assault and date rape, those at Rollins College FL decided to deal with the issue.

A University of Florida study showed that 30% of men would rape if they were sure they would not get caught and punished. Undismayed, those at Rollins saw the positive, that 70% would not rape. And they saw male athletes as an untapped resource for positive support of women.

In January, a counseling session sensitized coaches to the problem. Setting the tone was a story of a young man wearing a T-shirt saying "Stamp Out Virginity." An older man suggested the young man save it, and in 25 years, when his own daughter turns 16, see if he would have her wear it as proudly as he wears it now.

In the spring, the athletic department held workshops with teams on date-rape prevention. The baseball and crew teams decided to take action.

The baseball team issued a six-clause contract against date rape, wearing buttons: "Real Men Do It. Respecting Women is the Only Game in Town."

The crew captain spoke at a "Take Back the Night" rally, and the team joined the candlelight march and vigil. It also offers an escort service for women wanting to work out in the evening, says the *NCAA News* on November 13, 1995.

STAYING TUNED

U of BC Reopens Poli Sci to Grads

Having made his point, University of British Columbia President David Strangeway has lifted the ban on graduate admissions to the poli science department resulting from charges of harassment.

Acting department chair David Elkins lauded the move and called for a "healing process" to end the bitterness following investigation of the charges.

A week earlier, UBC's graduate council had voted down a proposal to lift the ban, wanting to deal with the allegations of sexism and racism in the department before reopening admissions.

Another group of grad students said enough already, end the suspension and let us get on with our academic lives. Of the 40 political science grad students, 24 signed the petition.

They claimed the department had already begun to review the charges, and continuing the admissions suspension was punitive, according to the *Toronto Globe and Mail*, October 6, 13, 20, 1995.

Stand Up to Campus Budget Cuts that Target Women's Fields

Headlines scream that the budget ax is more likely to fall on women and the disadvantaged than their male counterparts in this era of retrenchment.

That's not news to Sheila Slaughter, professor of higher education at the University of Arizona's Center for the Study of Higher Education, who offers ideas on how women can counterattack.

Just Another Welfare Program

Broadening the mission of higher education has affected campus programs, she notes. Open access to higher education has added many more students, including the educationally disadvantaged. As a result, higher education, once considered an investment in the country's economic, scientific, and cultural future, is now seen as just another welfare program.

And many administrators, including women, who participate in cost-cutting programs are unaware that their efforts at effective management are de facto biased against women, she notes.

Generating Awareness

When Slaughter presents at conferences, faculty participants virtually always concur, some adding their own stories. One top woman administrator admitted that her statewide system not only had cut mostly women-oriented programs, but had done so at the impetus of the schools themselves. "Women do it without realizing it, believing they're being effective," Slaughter notes.

Based on 17 AAUP Cases

After studying 17 cases of retrenchment from *Academe* magazine from 1980 to 1990, Slaughter concludes that administrators used tactics similar to those used by corporate CEOs, by undermining faculty participation in governance and faculty authority over the direction of the curriculum.

She quotes a male former president of Westminster College of Salt Lake City, speaking after radically restructuring the faculty: "Frankly, I took the power from the faculty and gave it to me."

Not all top administrators were so blatant about the process, and most honestly believed they were doing the right thing. Usually they claimed a need to act quickly and decisively, because their institutions were in a state of financial crisis. And they believed restructuring increased effectiveness.

Slaughter disputes the crisis argument.

For example, Goucher College MD was in a strong fiscal position in the early 1980s before restructuring. "The president thought Goucher could survive ... only by getting rid of faculty in low-enrollment fields and by building new programs more attractive to students," she says. Although the faculty suggested hiring freezes, retraining and reassignment, the president fired five faculty members, including three with tenure.

How to Measure Enrollment

Most administrators believe retrenchment is "a process through which low-enrollment programs were weeded out and programs central to institutional missions were strengthened."

But in truth, retrenchment has fallen more to the humanities, fine arts, social sciences, and education — all fields with high enrollments, and central to the mission of educating undergraduates.

The problem is that institutions base their pruning decisions on the number of students *majoring* in the programs, ignoring the actual numbers of students *taking courses* in the various disciplines. Technical students take humanities courses, but not vice versa.

Nor did the institutions consider the growing number of women students, and their strong desire to study the humanities, social sciences, education, home economics and fine arts.

Ask How Projected Cuts Affect Women

In the 17 cases of school restructuring, almost three-fourths (72.9%) of the employee firings took place in fields dominated by women. In fact, the biggest cuts took place in the fields with the highest number of women graduates. In 1990, for example, women accounted for 76.9% of graduates in education and 66.7% of graduates in the liberal arts.

Fields with fewer staff cuts — such as physics, engineering, and computer science — were viewed as aiding economic development and more likely to bring in grant money and other revenues.

Pruned programs failed to prove their worth to society and to the schools, she said. Humanities advocates didn't demonstrate how their programs increased national productivity by providing literate graduates who could communicate clearly, think logically, solve social problems, or improve elementary education.

Without advocates in these fields, institutions didn't make this connection, nor did they connect an educated populace to public institutions, alumni giving, or a continued growth of national research.

The common viewpoint was short-term. Because the hard sciences brought more dollars now, they were spared.

Slaughter urges schools to continue offering preparation for a variety of occupations including those with large numbers of women and minority students and clientele. Otherwise, the schools will undermine their own mission to society and their very existence in the long term.

To individuals, she suggests:

- Critically assess which programs enroll more women on your campus, and whether the institution is moving resources from those programs. "All institutions have data that's readily accessible," she says. "They just don't look at it when reallocating resources."

- Check what your school is lobbying for at state and national levels. If the school is pushing for programs that benefit 18- to 21-year-olds whose parents can pay tuition, they may not push for programs that will benefit women, who are more likely to be older, returning students, she says.

- Work with other women administrators and faculty to use analytical and activist strategies to change the sexist pattern of retrenchment.

"You can intervene in the process," she says, "by pointing out that more than 50% of most student bodies are women, and asking if cutting resources to their programs is a good idea." ▀

— DG

For more information, contact: Sheila Slaughter, Center for the Study of Higher Education, University of Arizona, Tucson, AZ 85721; (520) 621-8468.



PROFILE

Bev Domingue, Facilities Manager,
Wesleyan University CT

"We set the stage for the university."

On Bev Domingue's first day as facilities manager at Wesleyan University two and a half years ago, she met her staff of male tradespeople.

"I got some strange looks, like 'yeah right,'" recalls Domingue. "But we got past that stage." How did she do it?

She knew she needed their expertise, and she never pretended to know their trades better than they did. Although someone in her position might have an engineering background, she didn't. Instead, she had to rely on her employees.

"I respect their views as tradespeople and they respect my authority—and I don't throw it around aimlessly," says Domingue. "A lot of our decisions are made as a group."

Her egalitarian style has been a key to her success. When a problem comes up, employees feel comfortable bringing it to her attention. "If you just interact with people, it's easy to calm them down. My door is always open."

Hometown Talent

Like many non-academics whose job is in an academic community, Domingue has spent all of her 48 years in Middletown, a town of 50,000 and home to Wesleyan University.

She'd been a florist and a purchasing agent, until 14 years ago when she decided to make a career at the university. Wesleyan is an employer that pays well, offers good benefits, has a positive working atmosphere and hire locals in support jobs.

"It's a people place," says Domingue. "And I'm a people person. I've always been comfortable with people and I can easily pick up on vibrations."

And that's why she got the job as facilities manager, an area in which she had no expertise. She started in the university post office 14 years ago as a clerk, within six months became assistant manager, and manager soon after.

Then, 11 years later, the university reorganized the physical plant, dividing it into three segments, each led by a top customer relations expert. She got to lead the segment responsible for the maintenance of all administrative and academic buildings, 600,000 square feet in 54 buildings. "If a light in someone's office goes out, they know who to call," says Domingue. "We put our names to what we do."

If a professor wants a something like painting or new carpet in the office, she meets with them in person to discuss and assess the need. So far, the treasurer has approved every one of her requests.

Ghosts in Academia

In some schools, there's a schism between academics and non-academics, and you-know-who usually gets the short end of the stick. There's a long pause after Domingue is asked if the academics, with their walls full of degrees, ever treat her like a second-class citizen.

"That's hard to answer because we're like ghost people," says Domingue. "They never see a lot of what goes on here."

But since each segment began its preventative maintenance in specialized areas, she has had positive feedback: "People have noticed a definite effort to improve the workplace areas. It's cleaner and we're more responsive."

Although academics often overlook her unit's work, she isn't resentful. "We set the stage for the university community," she says.

In fact, the thing she misses from her old job isn't recognition from academics and executives but the contact with students.

"Some of my past employees come back on alumni weekend and we go for lunch or coffee. I miss that connection."

Continuous Improvement

Ironically, the physical plant is ahead of the academic arena in continuous improvement. "In the physical plant we set goals every year and we have a vision statement that we adhere to," says Domingue. "That's just starting in the academic departments."

One of her main goals has been preventative maintenance; people go on walking tours, looking for problems that may sprout up later. "I like to be ready to spot future problems before they become problems." Her segment tries to focus on areas of the campus that have received less attention in the past.

Because the president's house and the building that houses the deans are in her domain and "very public," they've always been a key concern. She hopes to bring other buildings up to that standard.

Never a Dull Moment

Diversity is what she likes best about her job.

"Other departments deal primarily with one thing. If you're in admissions, your goal is to bring in students. If you're in human resources, you find the best people for the job. In English, romance languages or art, you're dealing with a specific subject. Here we do human resource work when we recruit, we keep the grounds nice so people want to come here, we do many things to support academic life. Boredom is the one thing we never have."

She and her 32 employees handle custodial duties, electrical problems, heating, plumbing, energy management and customer service. Developing and managing a budget of \$1.1 million is just like managing a household budget, but on a much larger scale, she says.

She's open to challenges, and who knows when another may present itself. Three years ago she never dreamed she'd be the facilities manager. "I figured I'd always be in the post office, and then this offer came along," recalls Domingue. "So I'm not setting any limits."

-MC

U of Penn Women's Safety Seminars Help Decrease Women's Risk

Ten years ago, a female physics graduate student from India was brutally murdered in her residence hall room at the University of Pennsylvania over Thanksgiving break. With nowhere to go over the holiday weekend, Meera Anathakrishnan suffered and died alone.

Responding to the isolation that international students face over holiday breaks, the University of Pennsylvania Women's Center set up a program to encourage those on campus to take an international student home for the holiday. And it works.

Fall Safety Program

In addition, an annual fall Meera Memorial Woman's Safety Seminar helps promote safety in dorms and residences. Two spring seminars focus on safety in the streets, and in the classroom and workplace.

Last month's fall safety program drew about 100 participants to a resource fair and presentations, according to Ellie DiLapi, director of the Penn Women's Center, which sponsored it along with the Office of Fraternity and Sorority affairs, the Office of Health Education and the Victim Support and Special Services.

Emphasizing that violence against women cannot be prevented because women cannot really control another's behavior, DiLapi said the focus was on promoting safety by decreasing risks. At least 20% of women students experience violence while dating in college.

"By Someone We Know and Love"

About 85% of the violence against women is perpetrated by someone they know, she says. Women need to trust their instincts in unclear situations and take appropriate actions.

Date or acquaintance rape usually follows a pattern, she says:

- First, he physically invades her space without her permission. It may be a touch, or more. Because our culture seems to give men permission to take up others' space, they feel free to do this.
- She says nothing, which he takes as an acceptance of the invasion. She may not like it, but her silence is interpreted as tacit approval.
- Finally, they move off together seeking the "privacy" that really means isolation. This becomes a set-up for him to assert power over her. Often the result is sexual intercourse, not at all what she wanted.

Decrease the Risk of Violence

While violence cannot be prevented, DiLapi suggested women take steps to decrease the risk of unwanted sexual relations.

- Realize that about 85% of violence toward women, including being assaulted, injured, raped or killed) occurs at the hands of a husband or boyfriend, rather than a stranger.
- Admit there's a good chance that sexual assault can happen to you. One in four college age women are victims of rape or attempted rape. But, only 27% of the women whose sexual assaults meet the legal definition of rape think of themselves as rape victims.
- Recognize that alcohol and drugs compromise your ability to make judgments and respond appropriately. About 75% of the men and at least 55% of the

Safety Tips for Residence or Home *Be Aware, Be Assertive*

When you get near home:

- If you suspect you're being followed, cross the street, change direction, go to a well-lit area, pick up a blue phone, call police.
- Make sure all entrances to your home are well-lit. Notify the landlord or residence hall manager if a light is not working.
- Have your key ready when you get to the door.
- If you suspect your residence has been entered illegally, do not enter. Call police immediately.

When you're in your home:

- Use your peephole or safety chain before permitting entry to strangers.
- Draw curtains or blinds after dark. Never dress in front of a window.
- Trust your instincts and act accordingly.
- Be aware that alcohol and other drugs can compromise your ability to identify or act on your feelings.
- Be assertive in your relationships. You have the right to set sexual limits, and to clearly communicate those limits to others.

When leaving your home:

- Keep all windows locked and keys in your possession.
- Keep valuables away from windows.
- Use a timer for lights or radio to give the home an "occupied" look.
- Establish a buddy system with a neighbor.

From the University of Pennsylvania Women's Center and the Victim Support & Special Services

women involved in acquaintance rapes had been drinking or using other drugs just before the attack.

- Make it clear that you do not approve of your space being invaded, and later, that you do not want sexual relations.
- Take steps to protect yourself physically. Although there is no one right way to respond to physical violence, knowing some self-protective moves puts another arrow in your quiver.

On the Penn campus, a short course on self-defense moves for women called Rape Aggression Defense is available for \$20.

Many campuses offer self-defense training for women. At the University of Wisconsin in Madison, the Rape Crisis Center offers training on Chimera for women. Chimera is a self-defense program that emphasizes assertiveness and awareness as well as physical responses, which women of any age, size and physical ability can use.

The dean of student's office coordinates the program, which is introduced at the fall orientation for freshmen. Parents are encouraged to give their daughters a gift certificate for the classes. The 12-hour class costs \$35 for students and staff, and \$45 for faculty. About 100 attend each semester.

For more information, contact Ellie DiLapi at the Penn Women's Center (215) 898-8611, or Joey in the University of Wisconsin dean of student's office at (608) 263-5702.

'An Uncanny Ability to Slip and Slide Between Jobs'

For some administrators, happiness is staying in the same job until they carry you out feet first.

Not so to Linda Bishop, a middle manager at the University of Wisconsin whose game plan is to enjoy her current job to the hilt, and stay flexible.

A clueless colleague marvels at her "uncanny ability to slip and slide between jobs" on campus. Over a two hour interview, she shared insights from her six jobs and 20 years on three campuses.

Negotiating from the Beginning

In 1975, Linda Bishop received a MA degree in recreation administration from the University of Michigan, along with a husband. They agreed to alternate career priorities in three-year hitches.

Job #1 Ladies first, so for three years she was an assistant in recreational sports at Ohio State University, where she learned about harassment.

In 1978, it being his turn, they moved to Albany for his job in engineering. Having impulsively turned down an interview for a job as athletic director at a nearby college to go on a two-month cross-country trip, she found herself doing part-time rec jobs and selling insurance.

Job #2 Her mentor suggested "try Wisconsin," so they landed in Menomonie at a small University of Wisconsin system campus. She was director of recreational sports and he was unemployed.

They discussed divorce, but "decided to stay together for the sake of the dogs." Her job was less than perfect, as she felt she was always competing with varsity teams for use of the facilities.

"One afternoon, it was kind of misting outside, and into my tiny office came the football coach, the athletic director and my boss," she recalled. "These three men had decided that I should cancel intramurals that evening for 700 students so their big strong football players could practice indoors. They had me cornered in my office, like a cat with three dogs attacking. I refused, of course. It was a case of winning the battle and losing the war...."

In 1984, after a nationwide search for a place where both were likely to find decent jobs, Bishop and her husband moved to Madison, Wisconsin.

Job #3 There he got a job in engineering and she became assistant director of recreational sports for the University of Wisconsin. "I loved it," she recalls, for two years, until it became clear that she would never move up into any of several open positions in her department. The problem was "a boss who could not accept assertive women."

In 1986, she turned down a job that would have put her in charge of all outdoor swimming pools in Los Angeles, seen as a dream job to a snow belter. Her

Career Tips from A Middle Manager

1. Do your best job at what you're doing now. Even if it seems unimportant and mundane, do it with integrity. You never know who's watching, or what it can lead to.

2. Network and sell yourself. After 10 or 20 years, we know we do good work and expect to be noticed. We aren't. We have to tell them what we're doing, because they're too busy to notice. Once when I asked for a raise and wrote down all the reasons, my boss said, "I had no idea you were doing all this." I got the raise.

3. Be willing to do extra things for those you admire and would like to work for, especially when they suggest it. And, you never know when someone who is now below you can hopscotch to a parallel or higher job.

4. Recognize that many of your skills are transferable to another job. You'll have to point out the transferability, when you sell yourself.

5. Don't be afraid to apply for a job that you don't know how to do. Employers want to know you're flexible, a quick study, have some skills and can get along with people. Period.

husband wanted to start a business in Madison.

Sayonara, Sports

She decided to leave the sports scene. "I love sports, but not what was going on around me, the good old boys and locker room mentality," she said.

Student services seemed a more comfortable environment, so she managed a talk with the dean of students and the director of the student center, no small feat on the campus of 45,000 students. Bishop admired both of them, told them so, and asked them to keep her in mind for future openings.

Soon two jobs opened at the student center. She talked with people she knew who worked there, asking "What's it like? What do I need to know? Should I apply for both positions?"

Job #4 She applied only for the job of membership director. "Frankly, I had none of the promotional background they sought," she admitted, "so I rewrote my resume and put together a promotional package that showed them I could sell. The product I was selling was myself."

Making the final decision on hiring her was none other than the center director, whom she had talked with earlier. She said he questioned her commitment, so she agreed to stay for three years.

The job was "emotionally risky and difficult, with no background in publications or layout," she said. "I had to swallow hard and act confident, but not pretend I knew what I didn't, because then people act

condescending toward you."

Bishop must have danced the fine line, because her promotions broke every sales record. She got the office in order, enjoyed the radio and TV and photo shoots, but did not enjoy the fundraising or the secretarial parts like writing thank-you letters.

The Plot Thickens

Having tried the student center, she fixed on student services as her next destination. She breakfasted with an assistant dean in the office, who advised her to write articles to get visibility, and got her invited to present information on a project she initiated to a student services staff meeting.

A chance encounter in the women's locker room with a peeping Tom, whose mug shot she later identified, helped her make connections with the department of protection and security. She later wrote up a sheet advising students what to do if they encounter a similar intruder.

Bishop had applied for the assistant dean's old job in the student services office, but "I didn't even get an interview." But the assistant dean did secure Bishop a spot on the campus security committee.

Soon the assistant dean became the dean, and Bishop became chair of the campus security committee. "I did it for six years, which gave me more exposure and publicity," she said.

Job #5 In spring of 1989, her colleague the dean offered her the post of "acting assistant dean of students," guaranteed for only one year. Bishop sought a leave of absence from her student center membership job. When refused, she accepted the temporary post anyway.

"I figured what the heck," she said. "The worst that can happen is that I get one-year's experience in the dean of student's office, managing a sizable budget and staff." In retrospect, she calls it "the worst job I ever had."

First, it was changed to "acting coordinator of the student organization office," far less impressive.

She inherited a surly secretary and an accountant who cried when she asked him to make minor changes. One of her first jobs was to control a Greek system that had run amuck for decades, and enforce 16 recommendations, including periodic inspections and a live-in advisor in each house.

"I was Ms. Popularity among the students, and the alumni were even worse," she recalls. To deal directly with the Greeks, she hired an ex-football hero, who seemed to be the best choice available.

Soon the accountant was charged with embezzling \$75,000 from sorority funds and the ex-football player with wife-beating and drugs.

After those two issues were resolved, Bishop decided the job was too bureaucratic. "It just wasn't me, but by then I had been sucked into the job security and the pay. I had gone through the rough part, and should have been enjoying it, but my heart just wasn't in the job anymore."

Meanwhile, she had been applying for jobs big-time. She was offered another dream job, this one a nine-month part-time job at a good salary working for a statewide Olympic-type amateur sports competition, called Badger State Games.

She was ready to take it, until she had a dream: She walked into the new offices, and they were sterile little boxes, where she was bored and alone.

Bishop decided the dream was a message: "I had invested 10 years in networking and learning how to get things done in this system, and I wasn't ready to give up the supportive environment."

At a retreat, she had met the new director of the student health service. Bishop was impressed with him and his emphasis on prevention. She arranged another meeting, where she told him he needed a position that works with preventing sexual assault. He agreed. She said she'd be interested in the job.

Funding it was a stumbling block. The dean of students didn't want to transfer her, and state funding was getting tight. "We tried plans A, B and C to get me here, and nothing worked."

Finally the governor's stiff budget cuts gave her an opening. She sold the idea of transferring her job to health services because it would reduce the student services staff by one position. And the new health services position would be funded by segregated student funds, not state funds.

The last roadblock was selling the position to the student government head, who was a bit skeptical and asked, "Who do you have in mind?"

The health services director said he was thinking of Linda Bishop, and the student relaxed. "Oh, I know her. That would be good," he said.

Job #6 In July 1995, Linda Bishop became violence prevention coordinator at university health services. She loves it, and her new bird feeder by the window. 🐦

Contact Linda Bishop at (608) 263-5714 or e-mail: lcbishop@facstaff.wisc.edu

Picture This

Last month was the provost's birthday. A Michigan man transplanted to a Florida university, each fall he takes to the woods of his homeland mid-semester in search of Bambi's father.

To celebrate his birthday, the mostly female staff brought cake and decorations to the weekly dean's meeting. He wore his birthday present, a blaze orange hunting cap.

All the deans and others, ten people whose combined salaries totaled over \$1 million, sat around the table wearing paper antlers, which the staff had adapted from Burger King crowns.

Remarked a faculty member: Note the symbolism of the provost as hunter and the deans as prey. And where was the school photographer? 📷

Women on the Internet: Speak Now, or Forever Hold Your 'Piece'

Many believe the Internet to be the world's most important and rapidly developing education tool.

After a slow start, more women are logging onto the Internet, increasing from 6% of users in 1994 to 15.5% in 1995, says a Georgia Tech survey.

But women often find that it's a man's world.

A recent e-mail listing of "75 reasons why women should not have freedom of speech," by four Cornell University freshmen, was reported in *The New York Times* on November 15, 1995: "If she can't speak, she can't cry rape."

It's not too late for women to assert their values, lest they be shut out of this key communication tool.

And they could be silenced, warn Cheris Kramarae, director of women's studies and professor of speech communication at the University of Illinois at Urbana-Champaign, and attorney Jana Kramer.

Get Involved in the Internet

They urged women to get involved as active policy makers now, before patterns are set, at a

presentation at the October conference of the Organization for the Study of Communication, Language and Gender.

"The window of opportunity is still open," Kramarae asserts. And the sooner the

Internet is seen as a gendered communications tool, the better able women will be to influence policies to accommodate them as equals. Otherwise, women's minority status as users will "shut us out of yet another opportunity to influence a new communications technology."

As cautionary examples, she points to the printing press, which helped men but not women communicate because few women were allowed to learn to read. Another is the telephone, designed solely for business, having different rates for social and business use that further penalized women.

How can women influence computer technology? By controlling the metaphors used to describe the Internet, they say, and by assuring that all who want to use it have equal access.

A Wild Child

Four metaphors most often used to describe the Internet already cast most women as outsiders:

1. Anarchy. Most commonly associated with the "hacker" ethic that "rules don't matter - results matter," this theme emphasizes users playfully defying conventions and proprieties according to their own interests and pleasures. Unlike males, women anarchists often work collaboratively.

2. The frontier. With its promise of new beginnings, this theme conjures up images of male adventure, boldness, daring, and danger, not female intimacy, caring or vulnerability. As cyberspace becomes the electronic frontier, it is a "white and male place," offering the "ultimate in freedom and rugged individualism." Its ethic means accepting sole responsibility for one's actions and establishing few laws.

From alternative sources we learn that the women who moved westward "planted rose gardens from slips carefully transported across the prairie," building and developing community. Yet history ignores their contributions as women with real lives who helped to establish new societies.

3. Democracy. On the Internet, this theme serves those who participate, not society as a whole. In cyberspace, all are supposed to be equal and each is judged on the basis of opinions alone.

In reality, the "virtual persona" is judged by whatever cues are available, just as the real person is judged in the real world. Those with obviously female sign-ons get less credibility.

The authors note that democracy offers some potential for equality in cyberspace. The Electronic Frontier Foundation is concerned with the democratic potential of the Internet, recognizing the need for core communications policy values like diversity of information sources, universal service, and free speech.

They argue that, like universal telephone service, the government must extend its guarantee to digital service to protect against creating a society of "information haves and have nots."

But the majority rules in a democracy, where women users of the Internet are a clear minority except on certain sites. (One is the new WIHE Web site, which features hot links to other sites of interest to women: <http://www.itis.com/wihe>)

4. Community. Often described as a "group of people with emotional ties and shared experiences, who support each other," a community cares about its members. Not on the Net, where individualism is top dog, and you can associate exclusively with people just like you. It's a club, not a community.

A true sign of an Internet community would include the charitable ethic: reaching out to help others, those not present as well as those who are. The needs of the many rule over needs of a few. But the Internet offers a club with only the benefits and no responsibilities of human interaction.

Create a New Ethic for Cyberspace

What's the alternative? Kramer and Kramarae propose themes that set aside the traditional hierarchy of gender. They believe that ethical codes for Internet use should be based on the values of cooperation, relationship and interdependence.

The relationship between parent and child can be a metaphor for fundamental social relations, they suggest, and is more reasonable than viewing individuals as rational, economic, independent people in contractual relationships.

Building ideas about electronic communication from this basis means creating policies that establish nonviolent connections and ways of showing respect for life and life-giving.

Rather than emphasize freedom of speech and the

The sooner the Internet is seen as a gendered communications tool, the better able women will be to influence policies to accommodate them as equals.

right to publish electronic pornography, it would provide communication tools to help children learn to be interdependent and care about others.

Rather than thinking about virtual reality as "the emotional condom of the 21st century," users could talk about developing new technologies for new ways to express intimacy and caring.

What Can You Do?

On a practical level, Kramarae suggests women get involved in making policies that affect access. For women on campus, she means getting on committees that control the information technology: purchase, design, training or access issues.

Unless women get involved, no one will ask how the labs are being set up, what kinds of training and help are available, what kinds of tutorials will be used, how will access be assured? Computer use differs by discipline, so those disciplines that are primarily female must push for consideration when technical committees create training programs.

As an example, Kramarae discussed her school's response to the question of access. Since many classes now require electronic communication, the committee decided to keep the computer labs open 24 hours a day.

They were surprised when she asserted that this wouldn't serve most women students. Worried about their safety, few women would use the lab at 2 am. Her comment opened the door to discussions of alternative strategies to include women.

If we don't speak up now, Kramarae asserts, "women, who have different experiences, will have to adapt to whatever is there, and people won't ever see it as gendered." ▀

-DJ

Cheris Kramarae via e-mail:
cheris@uiuc.edu.

Women, Information Technology and Scholarship (WITS), an organization Kramarae co-founded, offers training programs, speakers and research on these issues. It's at: <http://gertrude.art.uiuc.edu/wits/witshomepage.html>

RESEARCH BRIEFS

Study Rates Women as Better Managers than Men

A consultant group studied the abilities of women and men corporate managers by analyzing their self-evaluations, and those of their bosses and their staff.

The sample was 383 women managers and 676 men in 211 companies, studied in 1993 to 1994.

Not only were women better at communicating, providing feedback and empowering their staff, they also excelled at planning and facilitating change. And, they're more decisive.

Women rated higher in 19 of 20 skill areas studied, including goal-setting, technical expertise, coaching and resourcefulness. The results were the same regardless of who did the evaluating.

Only in technical expertise did the manager's supervisor rate the men equal to the women.

They theorize that women are better at these skills because of their early socialization, to prepare them for marriage and motherhood. Boys are taught skills associated with aggression and individualism, supposedly to prepare them for the business world.

The study, by Lawrence A. Pfaff and Associates of Kalamazoo MI, failed to speculate on why the high ratings do not result in higher salaries and promotions for women. - *Working Women*, November 1995.

Expect Traditional NCAA Bias Against Women to Continue

Between 1987 and 1993, the number of women on key NCAA committees increased only 3%. At this rate, equal representation will come in the year 2018. (The rate may drop soon. See Newswatch, page 3.)

What else can you expect from an organization with inherited traditional domination of values biased toward men, ask researchers Dorothy J. Lovett of the University of Texas and Carla D. Lowry of Southwestern University TX.

The pair analyzed campus leadership positions in 785 member schools in 1987-1988 and 832

schools in 1992-1993. They found a 16% increase in the number of women designated as "senior woman athletics administrators." But 22% of those in the position were still men.

They found only a 4% increase in athletic directors who are women. Of those with separate ADs for men and women, 33% of the directors of women's departments were women, compared to 11% of those handling both women's and men's athletics.

The researchers also traced the NCAA's opposition to Title IX, the federal law to correct inequities in education. They note that the NCAA policy-making council was mandated to include 33% women, a figure that reinforces the illegal bias against women that Title IX was created to overcome.

"The gender equity principles of the NCAA cannot be characterized as active intervention," they understate.

Calling the NCAA's position on gender equity "foot dragging," they conclude that, "The ability of the NCAA to institute stalling tactics (i.e., need for further study) is obvious when the male representation on NCAA committees far exceeds female representation."

"Contrary to some who propose that the greatest single obstacle to gender equity in intercollegiate athletics is shrinking financial resources and increasing operating costs (U.S. Congress, 1993), there are those who believe that the greatest single obstacle is that the persons who are in decision-making positions are not as committed to gender equity as they are committed to maintaining the status quo."

The NCAA's task force on gender equity wants to increase women on committees. Current bylaws mandate an equal number of female and male members, one-third each, but the vast majority of the unallocated positions go to men, except on the women's athletics committee.

- *Journal of Sport Management*, September 1995.

CAREER CONNECTIONS

This section offers women readers the ultimate power: to define their space and their job, and to market themselves freely.

Some campuses provide better environments for women leaders than others, and one of the critical components is the support of other women. In other words, if you want a good place to work, you can choose it or you can create it. Chose it by moving, and change it by getting more women in leadership positions on your campus.

Your ad here reaches at least 12,000 readers on campuses in the USA and Canada, and now Australia.

Advertising rates are more reasonable than other publications, to provide women with wider access to campus jobs. Ads of one-third page or less cost just \$230, one-half page is \$350 and full page is \$600.

All ads are listed on our homepage on the World Wide Web. There is an additional charge for including the complete text of your ad on the Web, which remains on the Web until your ad's closing date.

For more information on advertising your job opening here, call, fax or e-mail Mary Zenke at (608) 251-3232; fax at (608) 284-0601, e-mail at career@wihe.com

Deadline is the 20th of the month preceeding the issue.

PRESIDENT ALBANY STATE COLLEGE

A Four-Year Unit of the University System of Georgia

The Board of Regents of the University System of Georgia and the Presidential Search and Screen committee of Albany State College invite nominations and applications for the position of President. The President is the chief executive officer of the College and reports directly to the Chancellor of the University System of Georgia. The position is expected to be filled by July 1, 1996.

Albany State College, a four-year institution serving approximately 3,200 students, is located in Southwest Georgia in the community of Albany (Dougherty County). A fully accredited unit of the University System of Georgia, the College offers a unique combination of programs which includes five graduate programs. Albany State College suffered substantial damage due to a flood in 1994 and is undergoing a \$100 million rebuilding and renovation effort which offers both an opportunity and a challenge to the new leader.

Albany State college seeks an action-oriented leader who can energize the faculty, staff and students to higher levels of performance. The College has a long and rich tradition of service to the various communities of Southwest Georgia and seeks a leader who will raise its relationships to an even higher level through collaborations with the K-12, higher education, business, industry and political communities. This person must possess the intellectual, emotional, analytical and ethical qualities that will command respect from all stakeholders in Albany State. The ability to make appropriate decisions in a timely manner is also a key trait for the new President.

Applicants should possess an earned doctorate from an accredited institution and should demonstrate evidence of significant achievement and experience in teaching and senior administrative experience at the college or university level.

Nominations are encouraged and should be provided by December 1, 1995, to allow time for nominees to respond by the deadline. Applicants should send a resume, a personal letter of interest discussing how their qualifications and abilities are relevant for this position, and a statement of administrative style and educational philosophy pertaining to a four-year historically black college. Please direct all inquiries and correspondence to:

Dr. Veola J. Rhodes, Chair
Presidential Search and Screen Committee
Albany State College
Albany, Georgia 31705

All materials must be received by December 30, 1995.



Albany State College is an Affirmative Action, Equal Opportunity Institution

Indiana University South Bend CHANCELLOR

Applications and nominations are invited for the position of Chancellor of Indiana University South Bend.

Indiana University South Bend, one of eight Indiana University campuses, offers over 90 academic programs, including eleven master's degrees. Over 230 full-time faculty, 300 part-time faculty, and 7,500 students, 20% of whom are graduate students, compose a diverse academic community. For more information about the campus, enter <http://www.iusb.edu/>.

Indiana University South Bend provides dynamic leadership for public higher education in North Central Indiana. The city of South Bend offers attractive opportunities in education and health care which support IUSB's many outreach initiatives. South Bend, ninety miles southeast of Chicago, is located in an urban area with a diverse population of over 325,000.

The Chancellor serves as chief executive officer of the campus and reports to the President of Indiana University. Candidates should have an earned terminal degree; scholarship warranting the rank of full professor; increasingly responsible administrative experience; and desire and capacity to work collegially within a multiple-campus University.

Please send applications and nominations before December 15, 1995, to

Barbara L. Cambridge
Associate Dean of the Faculties
Indiana University Purdue University Indianapolis
355 N. Lansing St.
Indianapolis, IN 46202

Applications will be considered until the position is filled.

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- Screening begins December 15, 1995; selection on or before April 1, 1996; reporting date June 1, 1996

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Massachusetts College of Art

PRESIDENT

The Board of Trustees of the Massachusetts College of Art invites applications and nominations for the President of the College. The appointment begins upon the retirement of Dr. William F. O'Neil, in 1996, after 11 years of service to the institution.

Founded in 1873, the College of Art, one of the state system's twenty-nine institutions, ranks in Peterson's Guide as one of the top ten competitive colleges among public and private schools in Massachusetts. The first four-year public art college established in the United States, it is today the only state-supported independent visual arts college in the nation. From the original state-wide mandate, the college has developed a national reputation for offering broad access to quality professional visual arts education, accompanied by a strong general education in the liberal arts. The College is located in the Fenway, multi-ethnic Back Bay section of Boston, and is adjacent to a number of the city's most renowned academic, cultural and medical centers.

The College offers a Bachelor of Fine Arts degree to its 1200 full-time equivalent undergraduate students. In addition, the Master of Fine Arts and the Master of Science in Art Education degrees are offered through the Graduate and Continuing Education Programs.

The President is the Chief Executive Officer of the College and is responsible for all aspects of its operation. Candidates for this position should have credentials sufficient to warrant appointment to a tenured faculty position; proven administrative experience in a senior-level position; ability to work effectively in a collective bargaining environment; and the capability to articulate the mission and needs of the College to a variety of constituencies. Experience with the Legislative process and with the public and private funding of higher education, as well as familiarity with the arts community, are desirable.

Although the position will remain open until the Search Committee reports finalists to the Board of Trustees, applications and nominations received by December 15, 1995 are best assured of receiving full consideration. Submissions should be directed, in confidence, to:

Presidential Search Committee
Massachusetts College of Art
621 Huntington Avenue
Boston, Massachusetts 02115

Massachusetts College of Art is an Affirmative Action, Equal Opportunity Employer. In keeping with its mission, the College encourages women and members of historically under-represented groups to apply.



VICE PRESIDENT FOR STUDENT AFFAIRS

The College of St. Scholastica invites applications for the position of Vice President for Student Affairs. The Vice President reports directly to the President as chief student affairs officer and is responsible for creating and facilitating services which provide, develop and enhance an environment that promotes the personal and educational development of traditional, non-traditional and graduate students.

Master's degree required. Doctorate preferred, in counseling, developmental education, student personnel administration, higher education, or a related discipline along with 5 years' administrative experience in student affairs, preferably in a private college setting. Qualified applicants must have an aptitude for leadership and team building, demonstrated experience at developing and implementing strategic plans to increase retention and the ability to communicate effectively with a variety of people and departments. A strong history of working with students, sensitivity to their needs and concerns, experience in articulating students' views to the academic community and a commitment to being accessible to students are essential.

Compensation will be competitive and will reflect the background and experience of the person selected. Send letter of application, resume, and references to:

Jill Sikkink, Employment Specialist
The College of St. Scholastica
1200 Kenwood Avenue
Duluth, MN 55811

The College of St. Scholastica is a growing, private, co-educational Benedictine college with an enrollment of about 1900 graduate and undergraduate students. It was recognized in 1993 & 1995 by U.S. News and World Report as one of the 10 best regional liberal arts colleges in the midwest. Located on the scenic north shore of Lake Superior, Duluth is the educational/business/cultural/medical center of a region that includes the midwest's most beautiful vacation areas.

AAEOE



We Have a Vision

Vice Chancellor for Academic Affairs

When a University embarks on a search for a chief academic officer, its past and future intersect.

This is the time at which the possibility for change is most promising. We seek an academic leader who can strengthen our sense of community, focus our efforts on student success, promote our individual and collective development and create and sustain partnerships between community and university groups. This individual shall also help us establish strong mutually beneficial collaboration with our regional partners: Purdue University, IVY Tech State College and Earlham College. Indiana University East is a vibrant, fast growing undergraduate institution with a diverse student body. It is one of eight campuses of the Indiana University system offering baccalaureate and associate degrees. Over 70 full-time and 120 part-time faculty teach the more than 2400 students currently enrolled at the campus.

In order to join us in our vision, the successful candidate must:

- be open to new and creative ideas and have the personality and courage to bring about change harmoniously
- be a dynamic leader who understands participative management and has demonstrated the ability to lead by creating an atmosphere of trust and open communication
- possess integrity and superior interpersonal skills, someone who truly enjoys working with people
- demonstrate both experience and an interest in establishing mutually enriching relationships with other constituencies to strengthen community involvement
- be committed to diversity and to creating a supportive environment for all women and men, racial and ethnic minorities and the disabled among faculty, staff and students.

The successful candidate will have experience as a senior academic administrator, possess a strong academic background, have an earned doctorate and have demonstrated teaching and scholarly achievement. The candidate will have successfully achieved promotion and tenure and be eligible for appointment as a tenured professor within one of the University's academic units. Review of applications will begin on December 1, 1995, and will continue until the successful candidate is identified. Applications and nominations along with resumes and the names and telephone numbers of five references should be sent to:

Dr. Carol S. Browne, Chairperson
Vice Chancellor Search Committee
Indiana University East
2325 Chester Blvd.
Richmond, IN 47374



Indiana University East is an Affirmative Action/Equal Opportunity Employer committed to enhancing the cultural and gender diversity of the campus. Applications from persons who will enhance this diversity are especially encouraged.



Central Washington University
VICE PRESIDENT FOR BUSINESS
AND FINANCIAL AFFAIRS

Central Washington University, a comprehensive state university with an enrollment of 8,500 students, invites applications and nominations for the position of Vice President for Business and Financial Affairs. The campus is located in Ellensburg, a city of 13,000 near the Cascade Mountains, 110 miles east of Seattle, the cultural center of the Northwest.

The Vice President provides leadership and direction for the business and financial affairs of the institutions including oversight of facilities management, physical plant, construction, contracting, purchasing, human resource services, computing and telecommunications;

Minimum requirements include:
 Master's Degree in Finance, Accounting or Business Administration.

Six years of progressively responsible financial management with upper-level supervisory experience;

Screening will begin February 1, 1996. Applicants need additional information to prepare a complete application.

Please direct inquiries to:

Agnes Canedo, V.P. Search, Office of the President
 Central Washington University, Ellensburg, WA 98926-7501
 Telephone (509) 963-2111; FAX (509) 963-3206;
 email: vpsearch@cwu.edu
 TDD (509) 963-2207

Equal opportunity, affirmative action employer.



RICE UNIVERSITY

Vice Provost and University Librarian

Rice University invites letters of application and nomination for the position of Vice Provost and University Librarian. The successful candidate will have responsibility for leadership of Rice's Fondren Library and its working relationships with faculty and students. We seek an outstanding individual who is both well schooled in the traditional operation of libraries, and who can guide the development of the rapidly developing innovations in information technology.

Rice University is a highly selective, independent, nonsectarian, coeducational center of learning, with academic programs that include offerings at both undergraduate and graduate levels in architecture, business, engineering, humanities, music, natural sciences and social sciences. Its endowment is among the top dozen in the nation. There are approximately 450 faculty members and about 4,000 students at Rice, approximately one-third of whom are pursuing graduate degrees.

Fondren Library is a research library with 1.7 million volumes, 2.5 million microforms, and 14,000 current periodicals. The library is a selective depository for US and Texas governments publications and a depository for US patents and trademarks. The total budget for 1995-96 exceeds \$8 million and the staff of 108 includes 30 librarians and 75 support personnel. Fondren Library is a member of ARL, CNI, CRL, and AMIGOS.

The University is conducting a national search for the best qualified person. Letters of application or nomination should be sent to:

Professor King Walters
 c/o Office of the Provost
 Rice University
 P.O. Box 1892
 Houston, Texas 77251

Rice is an equal opportunity, affirmative action, employer.

THE UNIVERSITY OF NORTH CAROLINA

GREENSBORO

Vice Chancellor for Student Affairs

The University of North Carolina at Greensboro is seeking candidates for the position of Vice Chancellor of Student Affairs (VCSA). The VCSA is a member of the Chancellor's Cabinet, reports directly to the Chancellor, and is the senior University officer responsible for student life and student services/student development programs.

Responsibilities: The VCSA administers and coordinates student life functions at The University of North Carolina at Greensboro and facilitates the blending of these functions into the total University community. The Vice Chancellor provides executive leadership in the administration of a comprehensive range of student services including Campus Recreation, Career Services, Disabled Student Services, Student Activities/Elliott University Center, Housing and Residence Life, Minority Student Affairs, Orientation and International Student Services, Research and Evaluation and Student Health Services, including Counseling Services.

Qualifications: Candidates should have a Master's degree in student personnel administration or another appropriate field of study. An earned doctorate is preferred. Applicants should have a strong record of responsible administrative experience and demonstrated leadership in student affairs and services in a university setting.

The University: Established in 1891, the University is one of three doctorate granting institutions in the sixteen-campus University of North Carolina system. Comprised of the College of Arts and Sciences and six professional schools (Business and Economics, Education, Health and Human Performance, Human Environmental Sciences, Music, and Nursing), the institution has a faculty of over 700 and a student body of approximately 12,000 of whom 2800 are graduate students. The University has a long-standing tradition of excellence in the liberal arts and sciences as well as a strong commitment to professional education.

Location: Greensboro, a city of 200,000 people, is within a thriving metropolitan area of 938,000, which includes the cities of Winston-Salem and High Point. Greensboro is frequently cited by media as one of the nation's most desirable cities, with easy access to the mountains and the Atlantic Coast.

Applications: Send resume and cover letter with names and phone numbers of five references to:

Dr. Robert Christina
 Chair of the Search Committee for VCSA
 401 HHP Building
 University of North Carolina at Greensboro
 Greensboro, NC 27412-5001

Email: Christin@IRIS.uncg.edu
 Fax: (910) 334-3238 Phone (910) 334-5432

Review of credentials will begin on January 2, 1996 and will continue until the position is filled.

EEO/AA:W/M/V/D



Dean of Natural Sciences and Mathematics California State University, Long Beach

The College of Natural Sciences and Mathematics, consisting of the Departments of Biological Sciences, Chemistry and Biochemistry, Geological Sciences, Mathematics, Physics and Astronomy, and Science Education, are recruiting for the position of Dean. University enrollment approximates 27,000; there are about 1,500 majors in the College served by 175 faculty. All departments in the College, except for Science Education, offer the bachelor's and master's degrees. The successful candidate must possess an earned doctorate and be eligible for appointment as a tenured faculty member in one of the College's departments. The candidate must be committed to research and have a strong publication record, have had College or University teaching experience, be open to faculty governance and consultation, have successful academic administrative experience, have been involved in fiscal management and fund-raising efforts, and have the ability to communicate effectively with an ethnically and culturally diverse campus community. Review of applications will begin on January 9, 1996; the position will remain open until filled. Preferred starting date is July 1, 1996. Applications must include a résumé, a letter of interest that addresses qualifications, and a list of at least three professional references including names, addresses, and telephone numbers. Nominations are also invited. Send applications, nominations, and requests for more detailed information about the position to Dr. Kenneth Marx, Chair, Dean Search Committee, Office of the Vice President for Academic Affairs, California State University, Long Beach, 1250 Bellflower Blvd., Long Beach, CA 90840. California State University, Long Beach is an Equal Opportunity, Affirmative Action, Title IX Employer, and is in compliance with the Civil Rights Act of 1964 (Title VI and Title VII), Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.



Dean, College of Arts and Sciences BAYLOR UNIVERSITY

THE COLLEGE OF ARTS AND SCIENCES: Applications and nominations are invited for the position of Dean of the College of Arts and Sciences at Baylor University. With 350 faculty members and 24 departments, the College of Arts and Sciences is the largest academic unit within the University.

THE UNIVERSITY: Baylor, the oldest university in Texas and the world's largest Baptist university, is located in Waco, Texas. The 428-acre campus adjoins the Brazos River near downtown Waco. Baylor University annually enrolls more than 12,000 students in its 146 baccalaureate programs, 75 master's programs, and 16 doctoral programs. Programs are offered in the College of Arts and Sciences, the Schools of Business, Education, Engineering and Computer Sciences, Music, Nursing, Law, and Graduate Studies, the Truett Seminary, and allied graduate programs at the Baylor College of Dentistry in Dallas and the U.S. Army Academy of Health Sciences in San Antonio.

RESPONSIBILITIES: The Dean is the chief academic and administrative officer for the College of Arts and Sciences and reports directly to the Provost and Vice President for Academic Affairs. The Dean oversees the academic programs, supports academic freedom, provides leadership in maintaining excellence in curriculum, teaching, and scholarship; administers academic, financial, and personnel matters within the College; and represents the College of Arts and Sciences in fund-raising initiatives and other activities.

QUALIFICATIONS: Applicants should have a proven record of administrative and budget experience and should demonstrate excellence in teaching and scholarly/creative activity to warrant appointment to senior faculty rank in one of the departments within the College. Candidates should be strong leaders with effective interpersonal and communication skills, committed to undergraduate education and the role of the College in graduate education, and supportive of the mission of the University, including its Christian character.

EFFECTIVE DATE: Appointment may begin as early as June 1, 1996, but no later than August 1, 1996.

APPLICATION PROCEDURES: A letter of application, a curriculum vitae, and the names, addresses, and telephone numbers of five references should be mailed to the address below. Nominations are welcome. The review process will begin on January 3, 1996, and continue until the position is filled.

Dean Search Committee
College of Arts and Sciences
P.O. Box 97346
Baylor University
Waco, TX 76798-7346
FAX: (817) 755-3629

Baylor is a Baptist university affiliated with the Baptist General Convention of Texas. As an Affirmative Action, Equal Employment Opportunity employer, Baylor encourages minorities, women, veterans, and persons with disabilities to apply.

WRIGHT STATE UNIVERSITY

Dean

College of Science and Mathematics

Wright State University invites applications and nominations for the position of dean of the College of Science and Mathematics.

RESPONSIBILITIES: The dean is expected to provide dynamic leadership in the quest for excellence in teaching, research, and professional service within the mission parameters of a leading metropolitan university and must be sensitive to the aspirations of diverse constituencies.

The dean serves as the principal officer and spokesperson for the college, reporting to the provost and working with the council of deans to formulate university policy. The dean supervises departmental chairs and faculty in formulating college goals and policy. Among the dean's specific responsibilities are strategic planning, program development, faculty development, resource allocation and budget management, research promotion, fund raising, enrollment management, and relations with external constituencies.

CAMPUS: Wright State is located in suburban Dayton, Ohio, a region of government and industrial innovation in services and technology. The university enrolls about 16,500 students, including nearly 4,000 in graduate and professional programs. There are approximately 100 undergraduate, over 30 master's, and five doctoral programs. Research and sponsored programs exceeded \$25 million in 1994-95.

The College of Science and Mathematics has more than 149 (tenured and tenure-track) faculty in the Departments of Biological Sciences; Chemistry; Geological Sciences; Mathematics and Statistics; Physics; Psychology; Anatomy; Biochemistry and Molecular Biology; Microbiology and Immunology; and Physiology and Biophysics. The latter four departments also report to the dean of Medicine. The Ph.D. program in Biomedical Sciences is jointly administered with the School of Medicine. The college programs enroll 1,700 undergraduate students and 325 graduate students, including 75 in Psychology and BMS Ph.D. programs. The college faculty have a tradition of productive scholarship, recognized during the past year by external funding exceeding \$5 million.

REQUIREMENTS: The ideal candidate for the position will possess a terminal degree and a record of excellence in teaching and scholarly research that would meet the qualifications for the rank of professor in a department of the college. Significant administrative experience, including evidence of strong personnel and budget management skills, is required. In addition, the candidate must demonstrate commitment to the involvement of the college with the regional community. Salary for the position is competitive; starting date is expected to be no later than July 1, 1996.

APPLICATIONS: Applicants should provide a letter of interest addressing the above qualifications, a curriculum vitae, and the names, addresses, and telephone numbers of five references. Review of applicants will begin on January 2, 1996, but applications will be accepted until the position is filled. Send nominations and applications to:

Perry Moore, Ph.D.
Chair, Science and Mathematics Dean's
Search Committee
Wright State University
3640 Colonel Glenn Highway
Dayton, OH 45435

Wright State University is an affirmative action/equal opportunity employer.



Wright State University
Dayton, Ohio 45435

Colorado State University

Dean College of Business

Colorado State University, a land grant, Carnegie Division I research university of 22,000 students, invites applications and nominations for the position of Dean of the College of Business. This position reports directly to the Provost/Academic Vice President.

One of eight colleges at the University, the College of Business serves approximately 2,300 undergraduate business and pre-business majors, and 320 graduate students enrolled in MBA, Executive MBA, and M.S. programs of study. The College is AACSB-accredited at the undergraduate and graduate levels. The College has approximately 80 faculty in the Departments of Accounting & Taxation, Computer Information Systems, Finance & Real Estate, Management, and Marketing. In addition to these academic departments, the College of Business is the home of the Institute of Transportation Management, the Center for Quality & Productivity Improvement and a large distance education program. The College recently has moved into a renovated building and has a major capital campaign underway.

The Dean is the chief administrative officer and spokesperson for the College for curriculum, personnel, and budget issues. The Dean is expected to support and encourage faculty excellence in teaching, scholarship, technology, creative endeavors, and professional development. In addition, the Dean provides leadership for continuing the College's outreach, development, and diversity efforts.

Colorado State University provides a high-quality educational and research environment in a community with much technology-driven companies as Hewlett-Packard, Symbios Logic, Teledyne Water-Pik, Kodak and Anheuser-Busch. Located 60 miles north of Denver at the foothills of the Rockies, Fort Collins is an appealing city of 100,000 that offers a pleasant climate with abundant recreational opportunities nearby.

Qualifications

An earned doctorate in an appropriate discipline is required.

- A record of achievement in business, industry, or academia (including familiarity with AACSB accreditation) commensurate with appointment as a tenured full professor.
- Experience in fund raising and securing external support is highly desirable.
- Personal qualities that will facilitate open and participatory relationships with the University community and external constituencies.
- A clear commitment to academic excellence and demonstrated leadership in undergraduate and graduate education, and scholarly activities.
- A commitment to global business education and technology.
- A demonstrated record of success in achieving cultural diversity, equal opportunity, and affirmative action goals.
- A commitment to high standards and professional integrity.

Applications or nominations should be sent to Nancy Hartley, Dean of the College of Applied Human Sciences, 104 Gibbons, Colorado State University, Fort Collins, Colorado 80523. Fax number: 970-491-7859. An application consists of a resume; a letter of application relating qualifications specifically to this position; and names, addresses, telephone numbers, and fax numbers of five references. The deadline for receipt of completed applications is January 10, 1996. Candidates who desire confidentiality should indicate such at the time of submission of the application materials. The selected candidate will be expected to start during summer 1996 or as negotiated. Salary and benefits package are competitive.

Colorado State University is an affirmative action/equal opportunity employer and specifically invites and encourages applications from women, minorities and persons with disabilities. Equal Opportunity Office, 21 Spruce Hall, Colorado State University, Fort Collins, Colorado 80523.

Western Michigan University

DEPARTMENT CHAIR, Management,

Haworth College of Business, effective July 1, 1996.

Candidates must possess Ph.D. or D.B.A. in a management, operations management, or human resources area. Must currently possess rank of associate or full professor, and have an established record in research, teaching, and professional service. The college is accredited by the AACSB at both the graduate and undergraduate levels. Western Michigan University, the only Carnegie Classification Doctoral I institution in Michigan and one of the State's five graduate intensive universities, enrolls approximately 27,000 students, with 25% at the graduate level. The University consists of six degree-granting colleges, a Graduate College, and an Honors College with 750 regular faculty members. Candidates must submit a comprehensive vita or set of placement credentials and arrange for the transmittal of at least three recent letters of recommendation. These should be sent to: Office of the Dean, Haworth College of Business, 2110a Schneider Hall, Western Michigan University, Kalamazoo, MI 49008-3801. Applications accepted until 2/1/96 or until position is filled.

An Equal Opportunity/Affirmative Action Employer.

Dean

College of Business Administration University of Wisconsin - Oshkosh

Applications and nominations are invited for the position of Dean of the College of Business Administration. The College seeks candidates who have a well developed vision of, and can provide leadership for, the College into the next century.

The Position

The Dean of the College will be responsible for:

- Recruitment, development, and retention of a diverse faculty, staff and student body;
- Development and management of innovative, progressive and relevant curriculum;
- Working collaboratively with other colleges and the administration to further the University and College goals;
- Pro-actively enhancing and extending alliances with corporations, the community and external funding sources.

Qualifications

The successful candidate will have:

- A PhD or DBA in business or a related field with a record of distinguished teaching and research; or
- Significant corporate experience in an executive policy making position with a commitment to higher education; and
- Excellent leadership skills;
- Knowledge of current trends and practices affecting business education;
- Demonstrated administrative and problem-solving to represent the College to the University system and external agencies;
- The ability to function effectively in a shared governance environment.

The University and Community

The University of Wisconsin is located in the Fox River Valley, a fast-growing technical and industrial area with a population of 300,000. The College of Business is an AACSB accredited institution serving the entire Northwestern and Central Wisconsin regions. A team of 50 highly talented and motivated faculty and staff in the College are committed to offering both BBA and MBA degrees to over 2,000 students. Important programs offered by the College include the Business Development Center, the Asian Business Studies Program, and the Wisconsin Family Business Forum. The University and the College have extensive resources and state of the art computing and instructional facilities to support faculty development and curriculum improvement.

Application Process

The position opens July 1, 1996. Nominations or applications must include a letter of interest, current vita, transcripts and the names, addresses and phone numbers of five references the Committee may contact at a later stage of the search. These materials may be sent to:

Dr. B.S. Sridhar
Chair, Search and Screen Committee
N/E8, 800 Algoma Blvd.
University of Wisconsin Oshkosh
Oshkosh, Wisconsin 54901

The last day for receipt of applications: **January 16, 1996.** The University of Wisconsin Oshkosh is an Equal Employment Opportunity Employer. Minorities and women are encouraged to apply.

DEAN
School of Public Health
University of South Carolina-Columbia

The University of South Carolina, Columbia, invites applications and nominations for the position of Dean of the School of Public Health.

The Dean of the School of Public Health is responsible for providing leadership and helping focus the teaching, research, and service missions of the School, for representing the School to a wide range of campus and professional constituencies, and for administration of the School's activities and budget. The dean serves on the Council of Academic Deans, and reports to the Vice President for Academic Affairs and Provost.

The School offers bachelors, masters, and doctoral degrees in six disciplines including: Environmental Health Science, Epidemiology and Biostatistics, Exercise Science, Health Administration, Health Promotion and Education, and Speech-Language Pathology and Audiology. The School currently enrolls approximately 900 FTE students, including 600 graduate students, and approximately 50 tenure-track faculty members.

The University, founded in 1801, is the flagship campus of an eight-campus, fully accredited, state-supported system. The University of South Carolina-Columbia has strong undergraduate and graduate programs and highly regarded professional schools including: medicine, law, engineering, social work, pharmacy, science and mathematics, library and information science, nursing, education, criminal justice, journalism and mass communications and business administration. About 26,000 students are enrolled on the Columbia campus and more than 40,000 throughout the system.

The City of Columbia is the state capital and has a metropolitan area population of almost a half a million. Columbia is a center of financial, transportation, and industrial development in the state. The community has a rich historical and cultural tradition, and is located within easy driving distance of both the mountains and coastal beaches.

The Qualifications of the successful candidate should include:

- Extensive experience in public health education;
- A record of achievement commensurate with appointment as a tenured full professor;
- A clear commitment to academic excellence in undergraduate education, graduate education, and scholarly research;
- Proven administrative experience, a high standard of professional integrity, and a strong sense of professional ethics;
- An ability to articulate effectively the School's mission to the students, faculty, alumni, external funding agencies and other decision-making bodies;
- A demonstrated commitment to cultural diversity and equal opportunity.

Applications and Nominations are invited for the position to be available on July 1, 1996. Salary full competitive. The Committee will begin reviewing applications and nominations on January 1, 1996, and continue until the position is filled. Applicants should send a letter of application, a complete resume, and names of three references to: Chair-Public Health Dean Search Committee, Office of the Provost, 108 Osborne Administration Building, University of South Carolina, Columbia, SC 29208. Phone (803) 777-2808; FAX (803) 777-9502.

The University of South Carolina is an equal opportunity employer and specifically invites and encourages applications from women and minorities.



FOOTHILL - DE ANZA
COMMUNITY COLLEGE DISTRICT

Executive Director
Occupational Training Institute

De Anza College, Cupertino, California is now accepting applications.

The Occupational Training Institute (OTI) provides employment and training services to displaced workers and the unemployed. OTI works closely with college vocational education areas in improving and developing programs that meet current labor market needs.

The successful candidate will possess a BA in education and two years experience in administering employment and training programs.

Employment information may be obtained from:

Employment Services
(415) 949-6217 or

E-mail: cms643a@mercury.fhda.edu

A vita or resume may not be substituted for a completed application. First review date: 12/15/95. Job #96031
AAEOE

SMITH COLLEGE
Programs in American Studies
and Women's Studies

Visiting Assistant Professor with a joint appointment in American Studies and Women's Studies. A one-year, non-renewable, replacement position with responsibility for core courses in both fields, including an American Studies course on the methodological approaches to the field, a team-taught interdisciplinary course on the 1890's, a senior colloquium on a topic of the candidate's choosing, and a Women's Studies methods course and a senior seminar on Gender, Culture, and Representation. Graduate training in these fields is desirable. Demonstrated commitment to interdisciplinary teaching and some prior experience in teaching American Studies and/or Women's Studies are required. Letters of application, curriculum vitae, and references should be sent to Barbara Day, Wright Hall, Smith College, Box 506, Northampton, MA 01063. Preference will be given to applications complete before December 15. Smith is a member of the Five College consortium with Amherst, Hampshire, and Mount Holyoke Colleges, and the University of Massachusetts at Amherst. An Affirmative Action/Equal Opportunity Institution. Minorities and women are encouraged to apply.



Executive Dean of Agriculture
and Natural Resources

Executive Director of the New Jersey
Agricultural Experiment Station
and
Dean of Cook College

Rutgers, The State University of New Jersey seeks candidates for Executive Dean of Agriculture and Natural Resources with responsibilities for George H. Cook College and the New Jersey Agricultural Experiment Station (NJAES). Cook College serves over 3,500 students, offering undergraduate and graduate professional programs across seventeen academic departments. The Agricultural Experiment Station encompasses sixteen research centers and field stations and maintains a network of outreach and service, including Rutgers Cooperative Extension (RCE).

Together, Cook and NJAES epitomize the modern land-grant college and experiment station. The mission is to educate students and to address and resolve the social, economic, physical, biological, and policy dimensions of contemporary and future issues in agriculture and natural resource areas. These include agricultural production and competitiveness, food science and engineering, nutrition, health, and safety; marine and coastal resources; natural resources and environment; and human and community resources and development. The annual appropriated budget is \$40 million and there are approximately 300 full-time faculty.

As executive dean and director, the individual reports for NJAES to the president of the university, and for Cook College to the provost of the New Brunswick Campus. The successful candidate should be an established scholar of international stature. In addition, evidence of administrative achievement; excellence in research and teaching; experience in outreach, extension, and service and demonstrated leadership ability at both the governmental and university level are expected.

Applications and nominations will be accepted until **December 15, 1995**, or until a suitable candidate is found. Letters of application or nomination, including a current vita, should be sent in confidence to:

Dr. Harry Janes
Chair, Search Committee
c/o Office of the Provost and Graduate Dean
Rutgers, The State University of New Jersey
18 Bishop Place
New Brunswick, NJ 08903

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
Campus of New Brunswick

Employment eligibility verification is required
An Affirmative Action, Equal Opportunity Employer

**The University of West Florida
Assistant Professor
Faculty of Earth and Atmospheric Sciences**

Qualifications: We are seeking a Physical Geographer with a Ph.D. or near completion of that degree for a tenure-track position to begin in August, 1996. Capabilities in geomorphology or a related focus are preferred. The ability to teach an introductory course in Remote Sensing and/or GIS will be a plus. The position will be a member of the faculty of Earth and Atmospheric Sciences which supports a B.S. in Environmental Studies and a minor in Geography. The course has over 200 majors at present; the normal teaching requirement is 2-3 courses per semester.

The Institution: UWF is a state-supported university located on the Gulf of Mexico in Pensacola, Florida. Enrollment is approximately 8,000 students. The campus is a 1,000-acre nature preserve just north of Pensacola proper. Local facilities of interest include the headquarters of the National Park Service Gulf Islands National Seashore and a national EPA laboratory in Gulf Breeze. Pensacola is five hours from Atlanta and three hours from New Orleans and Tallahassee.

Women and minorities are encouraged to apply. The University of West Florida is an Equal Opportunity/Affirmative Action institution.

APPLICATION PROCEDURE: Send a letter of interest, resume, three letters of reference to Dr. Harry Stapp, Research and Graduate Studies, The University of West Florida, 1100 University Parkway, Pensacola, Florida 32514 by February 20. For information call (904) 474-2824 or fax (904) 474-2882.

**The University of Tennessee, Knoxville
DEAN
College of Arts & Sciences**

The University of Tennessee, Knoxville invites applications and nominations for Dean of the College of Arts and Sciences. The Dean is the chief administrative officer of the College, reporting directly to the Vice Chancellor for Academic Affairs. The Dean is responsible for leading the largest of the university's academic divisions. The College includes 27 academic departments and 13 interdisciplinary programs and offers undergraduate majors and graduate programs of study spanning the arts, humanities, natural sciences, and social sciences. A faculty of nearly 500 provides instruction for all University undergraduate and offer programs of study leading to the B.A., B.S., B.F.A., M.A., M.S., M.F.A., and Ph.D. degrees.

We seek candidates whose personal and professional qualities and experience assure energetic and creative leadership in all areas of academic endeavor. Candidates must have: (1) significant academic and administrative experience and merit appointment as a full professor with tenure in one of the disciplines represented in the College; (2) experience in planning, budgeting, and fund raising; (3) a belief in faculty governance; (4) an awareness of national issues surrounding university education and a vision for addressing them; (5) a record of commitment to diversity in the faculty and student body; and (6) a commitment to excellence in teaching, research, and service at a major research and/or land-grant university.

Established in 1794, the University of Tennessee, Knoxville, is located in a major metropolitan area of 680,000 situated in the scenic Tennessee Valley at the edge of the Great Smoky Mountains National Park. The UT Knoxville campus consists of 12 colleges with an enrollment of 76,000 students.

We seek to fill this position by July 1, 1996. The University especially welcomes as candidates persons from traditionally underrepresented groups. We will begin screening applications immediately and will consider all applications and nominations until the position is filled. Salary is competitive. Send nominations or a letter of application (including a current curriculum vitae and names, addresses, and phone numbers of four references) to:

Dr. Linda Maxson, Chair, Arts & Sciences Dean Search
The University of Tennessee,
1819 Andy Holt Ave., Knoxville, TN 37996-4350



UTK is an EEO/AA/Title IX/Section 504/ADA Employer.



**FLORIDA ATLANTIC UNIVERSITY
Dean, College of Business**

Florida Atlantic University is accepting applications and nominations for an innovative, highly successful individual to be Dean of its AACSB accredited College of Business. Florida Atlantic University is a comprehensive, urban university in the State University System of Florida. It enrolls 18,000 degree seeking and 14,000 continuing education students on campuses located in Boca Raton, Fort Lauderdale, Davie, Palm Beach Gardens, and Port St. Lucie. Approximately 75% of its students and faculty are located on the Boca Raton campus. The College of Business is accredited by the American Assembly of Collegiate Schools of Business, with specializations in accounting, decision and information systems, finance, international business, management, marketing, and real estate. The College has 90 faculty and 6,000 undergraduate and 500 graduate students at three of the five campuses. There is a growing involvement with international programs in South America and Europe and with distance education.

The Dean is the chief academic and administrative officer of the College of Business and reports directly to the President and Chief Academic Officer in coordination with the campus vice presidents regarding campus and budgetary issues. The dean is responsible for leading the overall teaching, research and service mission of the College, and for providing dynamic leadership for a growing, multi-campus, urban university with strong business and civic community involvement.

Qualifications include:

Preferably an earned terminal degree or national reputation for achievement in the public or private sector.

Demonstrated ability to attract external resources and to work effectively with the public.

The ability to provide strong and effective leadership within the academic community to assure quality regarding curriculum, faculty development and recruitment, student services, and long range planning.

An understanding of and an appreciation for the important role collegiality plays within the College and across the University.

A commitment to innovation in curriculum in delivery systems, including distance learning and technology, and in teaching and research.

Salary is competitive. The deadline for applications and nominations is January 6, 1996, with a preferred starting date of July 1, 1996. Qualified women and minorities are encouraged to apply. Dossiers are subject to the Florida Public Records Law.

Letters of application, including a full curriculum vitae, with the names, addresses and telephone numbers of at least three references, should be sent to:

The University Provost's Office
Florida Atlantic University
777 Glades Road, P.O. Box 3091
Attn: Dr. Jarold G. Abbott
Chair, Search and Screen Committee
Boca Raton, FL 33431

Florida Atlantic University is an AA/EEO Employer



**FOOTHILL-DE ANZA
COMMUNITY COLLEGE DISTRICT**

The Foothill-De Anza Community College District, the San Francisco Bay area, is anticipating faculty positions for the 1996/1997 academic year in the following disciplines:

- Animation
- Biology/Biotechnology
- Chemistry
- Computer Information Systems
- English
- ESL
- Math
- Microbiology
- Network Management Information Systems
- Nursing
- Photography/Graphic Design/Digital Media
- Physical Therapist Assistant Program
- Sociology
- Tutorial & Academic Skills

Individuals interested in receiving information regarding any of the above should contact:

Employment Services
Foothill-De Anza
Community College District
12345 El Monte Road
Los Altos Hills, California 94022
(415) 949-6217 or
E-mail:cms6438@mercury.fhda.edu

Foothill-De Anza is an Equal Opportunity, Affirmative Action Employer



CALIFORNIA STATE UNIVERSITY LONG BEACH

DIRECTOR OF INTERNAL AUDITING

CSULB is seeking nominations or expressions of interest for the position of Director, Internal Auditing. The Director will have the responsibility for independently planning, executing and administering the University's internal audit function.

MINIMUM QUALIFICATIONS: Bachelor's Degree; 5 years related practical experience; demonstrated potential to independently perform all phases of internal auditing; demonstrated ability in personal computer applications; strong communication and writing skills; ability to interact with all levels of the organization; and ability to work effectively with an ethnically and culturally diverse campus community.

PREFERRED QUALIFICATIONS: Experience in auditing compliance with federal and state laws; relevant work experience in higher education and/or public accounting or internal auditing with the scope and complexity sufficient to demonstrate conclusively the ability to handle the work of this position; and an Advanced Degree (MBA) or Professional Certificate (CPA or CIA).

SALARY: Commensurate with experience and qualifications.

Review of applicants begins December 4, 1995 and will continue until the position is filled. Submit a letter of interest addressing qualifications, a resume, and three professional references to CSULB Staff Personnel SS/AD 335, 1250 Bellflower Blvd, Long Beach, CA 90840-0121. Refer to JOB #333.

AA/BOE/IX IX

CSULB...REDEFINING THE URBAN UNIVERSITY

DIRECTOR OF HUMAN RESOURCES TEXAS A&M UNIVERSITY



Texas A&M University is seeking a progressive, experienced individual to provide leadership in the expansion and strengthening of its human resource programs. The successful candidate will be creative, forward-thinking, and capable of developing, promoting, and administering state-of-the-art, proactive programs that address the University's human resource concerns. Texas A&M University is a complex teaching, research, and service-oriented institution with over 12,000 employees and 43,000 students.

The Director of Human Resources is responsible for managing the human resources department, which provides a full range of human resource services and programs for University employees (including employment, compensation, benefits, training, and employee relations), and for serving as chief advisor to top management regarding human resource issues. The Director reports to the Vice President for Finance and Administration.

Candidates should have appropriate experience in multiple human resource areas in a large organization. A degree in business, public administration, or a related field is required, with an advanced degree preferred. Knowledge of the complexities of higher-education administration is also important.

The position has a highly competitive salary, commensurate with experience and related qualifications, and a comprehensive benefits package. To apply, please submit a letter of application, a resume, and the names, addresses, and telephone numbers of three references to:

Dr. Ricky W. Griffin

Chair, Director of Human Resources Search Advisory Committee
Office of the Vice President for Finance and Administration
Texas A&M University
College Station, Texas 77843-1247

Deadline for Application:
January 4, 1996

Please be advised that under Texas law, names and other information concerning applicants or nominees may be subject to disclosure upon request.

An Affirmative Action/Equal Opportunity Employer Committed to Diversity.

BARBARA ANN KARMANOS CANCER INSTITUTE

FACULTY POSITIONS OPEN RANK

Wayne State University School of Medicine and the Barbara Ann Karmanos Cancer Institute seeking candidates for faculty positions (tenure and non-tenure track) to conduct independent research in cancer related fields. Must show strong record of accomplishment and ability to secure external funding to support research projects. Serve on University, cancer, departmental, and multi-disciplinary committees. Provide a research atmosphere suitable for graduate training and conduct teaching programs. Ph.D. or M.D. with strong record of scientific achievement required. Proven experience that indicates the ability to establish a high profile, fundable and contemporary research program. Submit letter of interest, curriculum vitae, salary requirements, transcripts and three letters of recommendation to: Search Committee, Karmanos Cancer Institute, 110 East Warren, Detroit, Michigan 48201. Equal Opportunity Employer. Affirmative Action Employer. M/F.



ASSISTANT PROFESSOR IN BIOLOGY MULTIMEDIA INSTRUCTION

Please see <http://www.ksu.edu:80/biology/> for information about this tenure-track position. Apply no later than February 5, 1996, by submitting a curriculum vitae, selected reprints, a statement of teaching philosophy, and a summary of research interests, and arrange to have three letters of recommendation sent to:

James A. Guikema

Biology Multimedia Instruction Faculty Search

Committee

Kansas State University

Division of Biology

Ackert Hall

Manhattan, KS 66506-4901

KSU/EOE and encourages diversity among its employees.

UNIVERSITY OF WISCONSIN-PLATTEVILLE

Assistant Professor School of Agriculture

The University of Wisconsin-Platteville invites applications and nominations for the position of Assistant Professor in the School of Agriculture, College of Business, Industry, Life Sciences and Agriculture.

Position: This tenure-track position is a full-time teaching position for the academic year with the possibility of summer teaching, research and/or extension. Responsibilities include teaching undergraduate and masters level courses in agribusiness management, agricultural consulting and sales and other courses in the agribusiness area; advising students, student club advisor and working with agribusiness firms.

Qualifications: Applicants must hold an earned doctorate in Agricultural Economics by the time of employment. Work experience in agribusiness as well as teaching experience is preferred.

Application: Interested applicants should provide the following: 1) a letter of application that addresses the position description; 2) a current resume including all work experience; 3) official transcripts of college credits; and 4) three letters of reference.

The position begins August 1996, and the deadline for receipt of applications is January 26, 1996.

Application materials should be sent to Dr. John Cottingham, Chair of the Selection Committee, School of Agriculture, University of Wisconsin-Platteville, 1 University Plaza, Platteville, WI 53818-3099. Telephone: (608) 342-1392, Fax: (608) 342-1254, Internet: COTTINGHAM@UWPLATT.EDUC.

The University of Wisconsin-Platteville is an affirmative action, equal opportunity employer. Women and minority group members are especially encouraged to apply. The names of nominees and applicants who have not requested in writing that their identities be kept confidential, and of all finalists, will be released upon request.

THE LAST LAUGH

Cleaning Off My Desk in 1995

I'm not sloppy, just organizationally impaired. While cleaning up the files of my mind, I found a little potpourri to warm the heart, and end the year on a note of good cheer.

Here's to Our Fifth Year

It's hard to believe we've given birth to 48 issues, especially since in a lot of ways we feel rather virginal. Every issue is a surprise, because neither reporting nor writing is an exact science.

To celebrate the new year, I'll be attending the 9th annual Women in Higher Education conference sponsored by the University of Texas-El Paso from January 4 to 7, for the third year in a row.

Last year's conference produced dozens of fascinating sessions and several articles. But it rained and flooded in San Francisco, and January in El Paso promises sunshine and shopping in Mexico.

Who's Surfin' The Web @ Our House?

Our new homepage and site on the World Wide Web get thousands of hits each day. Some stats on who's getting caught in our Web:

Most of you are connecting at work, most likely between two and four in the afternoon, and on Tuesdays through Thursdays, though there is steady connecting throughout the workday.

Besides the U.S., users come from at least 42 countries. Frequent users are in Australia, Canada, Finland, Japan, the Netherlands, Sweden, the UK.

There are three times more visits from educational as commercial sources.

The government is also interested: NASA, FCC, NIH, NSF and of course the IRS.

The most popular section is career connections, followed by subscription info and articles in the current and recent issues. Of the advertisers in this issue, about one-third include their ads on the Web.

Which schools connect a lot? Berkeley, BU, Columbia, CSUN, Louisville, MIT, SFSU, Stanford, TAMU, UMD, UMich, UOregon, Penn, USC, Wheaton and Wisconsin.

Wanna sneak a peak? Our address is <http://www.itis.com/wihe>

Harassment Hits at the WIHE Office

Memo to Jonathan:

Thanks for stopping by. Since you no longer deliver toner cartridges, our paths do not cross. When you asked why I didn't return your calls, I said the business keeps me pretty occupied.

As you left, you asked what my T-shirt said. When I opened my corduroy shirt to see for myself, your hand shot out and grabbed my right breast. I was so stunned that this would happen to me, and in 1995, that I said and did nothing at the time.

After reflecting on your treating me like a piece of produce rather than a person, I've decided to do one of three things: 1) Become a nun. 2) Become a lesbian. 3) Never again be in your presence.

They say old dogs can't learn new tricks. But try reflecting on why you seek relationships with new women, your ex-wife left you for a woman, and your daughter didn't speak to you for 13 years.

Perhaps you can learn that this type of behavior and the attitude toward women that it reflects is a major factor in your failures. I've chosen number 3.

You Are Sooooo Kind

Thanks to your generosity, about 400 of your friends and colleagues will receive free holiday subscriptions to the December-February issues of *WIHE*, and a chance to continue for another year. Haven't sent yours in? Just do it, by December 3.

Oh, Those Pedants

A subscriber suggests we stick to conventional spellings for Berreta and Poughkeepsie. So does Elizabeth Pegues, board member for the State University System of Minnesota.

Changes, Changes

The new set of initials at the bottom of some articles belong to writer Doris Green, a former editorial director who succeeded me as publisher at Magna Publications. She now writes under contracts in the higher education field.

This month's copy editor is Barb Brady, former reporter for Wheeler News Service now at the state teacher's association. And a mean tennis player.

Have a happy holiday season. ☺

May Dee Wenniger

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